

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200026

Grants.gov Tracking#: GRANT13154172

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200026

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/29/2020"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="RI Department of Elementary and Secondary Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>	
d. Address:		
* Street1: <input type="text" value="255 Westminster Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Providence"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="RI: Rhode Island"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="02903-3414"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Lisa"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Foehr"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Chief for Teaching and Learning"/>	
Organizational Affiliation: <input type="text" value="RI State Department of Education"/>		
* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text" value="REDACTED"/>	
* Email: <input type="text" value="REDACTED"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Expansion of the Rhode Island Advance Course Network Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

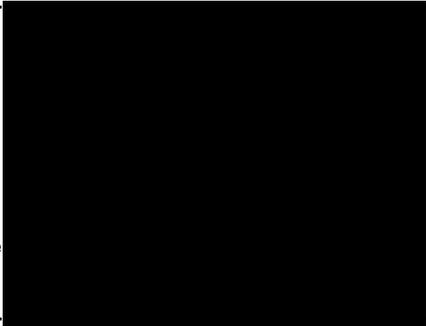
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

RI Department of Elementary and Secondary Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	5,000.00	5,000.00	5,000.00	0.00	0.00	15,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	2,150,000.00	1,050,000.00	550,000.00	0.00	0.00	3,750,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,502,686.00	301,557.00	301,220.00	0.00	0.00	2,105,463.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 06/30/2022 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 13.10 %.

PR/Award # S425B200026

Name of Institution/Organization RI Department of Elementary and Secondary Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: RI Department of Elementary and Secondary Education

* Street 1: 255 Westminster Street Street 2: _____

* City: Providence State: RI: Rhode Island Zip: 02903-3414

Congressional District, if known: RI 02

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Education Stabilization Fund
	CFDA Number, if applicable: 84.425

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ 10,926,183.00
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: _____

* Name: Prefix Mr. _____ * First Name David Middle Name Harrison

* Last Name Luther Suffix _____

Title: Administrator, Federal Budget Telephone No.: _____ Date: 06/29/2020

Federal Use Only: _____ Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1240-GEPA Statement, Rhode Island REM.pdf

Add Attachment

Delete Attachment

View Attachment

RI Department of Elementary and Secondary Education's response to U.S. Department of Education's General Education Provisions Act (GEPA)

The State of Rhode Island serves an academically and racially diverse student population and is committed to equal treatment for all students, employees and the general public. This is reflected in Rhode Island's Equal Opportunity Policy and Rhode Island's admissions policies. Rhode Island employs teachers, staff and administrators under a policy that promotes equal opportunity hiring practices conforming with state and federal laws and regulations.

Rhode Island does not discriminate in offering access to its educational programs and activities, or with respect to employment terms and conditions, on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, veteran status, or any legally protected class or basis. This commitment applies to the State's relationships with outside organizations, including the federal government, contractors, and private employers to the extent of state and federal requirements. Disparate treatment on the basis of a class not protected by federal or state law shall not constitute discrimination if such disparate treatment is required by federal or state law.

The Rhode Island Department of Elementary and Secondary Education (RIDE) is committed to ensuring access to supportive learning environments for all Rhode Island youth. All students need an accessible and supportive school environment to progress academically and developmentally. There is an extensive body of educational law and regulations that guides RIDE in its mission to lead and support public education. RIDE relies on its knowledge and understanding of such laws and regulations to support RIDE and LEAs in ensuring all students achieve without limitations being placed on their opportunity to succeed academically as meaningful contributors to society.

Additional Barriers & Solutions to Participation in Proposed Project Activities:

In addition to nondiscrimination policies for hiring, Rhode Island acknowledges additional barriers participants and teachers may face while participating in the proposed activities and proposes solutions to each barrier below:

- **Barrier: Low-income students face added barriers to success such as lack of family understanding of the requirements of online learning.**

Solution- Rethink Grant funds will allow Rhode Island's programs to provide proactive advising and increased wrap-around services to help low-income students deal with the unique academic challenges of distance learning. Students are required to participate in proactive advising, thereby removing any barriers students may have in searching out services on their own, or stigma they, or their families, may have against participation in such services. Funded programs will also perform data analysis and needs assessments to ensure that all students are able to engage in distance learning.

- **Barrier – Students with visual or other impairments may have difficulty accessing online materials.**

Solution- The following accessibility principles will be utilized in the design of online coursework: All non-text content will have alternative text; All data tables will have headings; Users will be able to complete and submit all forms; Links will make sense out of context; Media will have captions and/or transcripts; Non-HTML content will be accessible; Users can skip repetitive elements on the page; Users can comprehend the page structure and purpose; Meaning will not be conveyed through color alone; Content will be clearly written and easy to read; JavaScript will be accessible; Users will be able

to access content from various devices and browsers; and All sites will comply with accessibility standards.

- **Barrier – Low-income and students of color are less likely to have access to rigorous college-level coursework in their school**

Solution – Expanding the Advanced Course Network creates an expansive statewide course catalog that allows students from anywhere in the state to take excellent courses. This ensures a student’s zip code no longer places a limit on the course(s) s/he can take. All students, particularly students from under-resourced schools, can access rigorous and exciting coursework.

- **Barrier – Roughly 45% of Rhode Island high school graduates attending a public college in Rhode Island must take remedial course(s). This burden falls disproportionately on low-income students, students of color, students with disabilities, and English Language Learners.**

Solution – The Rethink grant would expand Rhode Island’s PrepareRI College Readiness Project courses. These courses were created jointly by representatives of K-12 and postsecondary education, and allow high school students to learn any missing skills that would place them into college remediation before they even attend college. This helps address the problem before it becomes harder to fix. Students who start college in remedial courses are nearly half as likely to earn a degree. Closing this gap via Readiness Courses would increase postsecondary graduation rates overall, particularly those from disadvantaged populations.

In summary, the State of Rhode Island is committed to removing obstacles that prevent student access to Advanced Coursework Network learning opportunities.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION RI Department of Elementary and Secondary Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mrs.	* First Name: Angelica Middle Name:
* Last Name: Infane-Green	Suffix:
* Title: Commissioner	
* SIGNATURE: [REDACTED]	* DATE: 06/29/2020

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Ms .	First Name: [REDACTED]	Middle Name: [REDACTED]	Last Name: Foehr	Suffix: [REDACTED]
-----------------	---------------------------	----------------------------	---------------------	-----------------------

Address:

Street1:	255 Westminster Street
Street2:	[REDACTED]
City:	Providence
County:	[REDACTED]
State:	RI: Rhode Island
Zip Code:	02903-3400
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	[REDACTED]

Email Address:
[REDACTED]

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

[REDACTED]	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Rhode Island's Department of Education (RIDE)'s Rethink K-12 Education Models Grant proposal for Absolute Priority 2 (Option B) is focused on building a more equitable, coherent, and sustainable system by expanding the state's innovative course access program so students in all grades can remotely engage with a broad range of meaningful content, including options that are not available in their home district. Rhode Island's existing Advanced Course Network provides courses focused on college and career opportunities to any middle or high school student in the state; the expansion will both bring virtual curricula to elementary students and increase the diversity of courses available to secondary students. Grant funds will be used to:

- (1) Develop, provide and expand remote course choices resulting in college credit or a industry-recognized credential;
- (2) Add virtual High Quality Instructional Materials for core content in grades K-12 to the Advanced Course Network;
- (3) Establish a Student Counselor Advisor program and Parent and Student Ambassador programs to ensure widely disseminated information on the availability of course-access programs;
- (4) Enhance the course-access program's technology platform to equitably serve more students.

In implementing this project, RIDE will leverage existing partnerships with the Council for Chief State School Officers, EdReports, Research Improving People's Lives, and PrepareRI, an in-state multi-agency partnership.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

EXPANSION OF THE RHODE ISLAND ADVANCED COURSE NETWORK PROJECT

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INTRODUCTION

Over 143,436 students attend one of the State of Rhode Island's 313 public schools. With statewide school closures, all of them have been impacted by the COVID-19 pandemic—but the transition to remote learning has been especially damaging for historically underserved students: students of color, students living in poverty, English learners, and students with disabilities.

Rhode Island's Department of Education (RIDE)'s Rethink K-12 Education Models Grant proposal for Absolute Priority 2 (Option B) is focused on building a more equitable, coherent, and sustainable system by expanding the state's innovative course access program so students in all grades can remotely engage with a broad range of meaningful content, including options that are not available in their home district. Rhode Island's existing Advanced Course Network (ACN) provides courses focused on college and career opportunities to any middle or high school student in the state; the expansion will both bring virtual curricula to elementary students and increase the diversity of courses available to secondary students. The proposal will: (1) Increase virtual course choices resulting in college credit or a industry-recognized credential, (2) Provide virtual access to core High Quality Instructional Materials for Grades K-12, (3) Enhance counseling services and integration with the Individualized Learning Plan, and (4) Increase the technology capacity to equitably serve more students. This approach builds on substantial efforts already underway in the state. The Advanced Course Network is part of a multi-agency effort, PrepareRI, focused on increasing the number of students with post-secondary credentials. Providing core curricula virtually will accelerate the state's commitment to transition all schools to highly-rated math, ELA, and science curriculum. The expansion will double the number of courses offered in the course access program and serve 27 times more students.

Coronavirus Burden

State Burden

According to the U.S. Department of Education's coronavirus burden table, Rhode Island is in the up to 20th percentile. However, it is important to note that Rhode Island's rate has worsened since these numbers were published; the state's burden may now be relatively higher than these initial calculations.

Significance of Impact of COVID-19 on Students, Parents, and Schools (Application Requirement 3 & 4)

Rhode Island's geography and demography present unique challenges related to the exposure and spread of COVID-19, particularly among the most vulnerable. However, these same challenges also make The Ocean State an ideal laboratory for continuing to rethink outdated models of educational delivery, and continuing to innovate towards a new, student-centered system.

In particular, Rhode Island is second nationally—only to New Jersey—in terms of urbanicity and population density. This reality has resulted in COVID-19's disproportionate impact on many of the city centers in the urban core and the urban ring—our high density communities (HDCs).

In particular, Rhode Island has seen profound impacts on communities in Providence, the capital city and largest school district in the state, enrolling approximately $\frac{1}{5}$ of the state's students - and also a small community, Central Falls. In both cases, these communities are densely settled and incredibly urban in nature; additionally, they are predominately communities of color, primarily Latinx. Finally, unique and worth noting is that both Providence and Central Falls school systems are under forms of additional state-determined action—for Providence, through a state

receivership through the invocation of the Crowley Act in 2019 as well as the installation of a state turnaround superintendent, and for Central Falls through a more limited fiscal receivership due to municipal bankruptcy. Therefore, the needs and challenges of these two systems are the responsibility of both RIDE and the State of Rhode Island. As the data in the chart below demonstrates, these two communities-- which together compose almost ¼ of the state’s student population-- have been especially hard-hit, as have other densely populated cities in the urban core, such as Pawtucket and Woonsocket. Any effort at rethinking education in Rhode Island must attend relentlessly to the needs and the voices of these communities.

City	Population	COVID cases per 100k	Hospitalized per 100k	Currently hospitalized per 100k
Rhode Island	1,056,611	1,137	114.9	14.4
Central Falls	19,382	3,839	376.6	36.1
Providence	179,435	2,453	320.5	45.7
North Providence	32,459	2,009	52.4	6.2
Pawtucket	71,756	1,787	171.4	12.5
East Providence	47,449	1,313	84.3	25.3
Woonsocket	41,539	1,223	137.2	14.4
Cranston	81,196	950	104.7	9.9

Almost all HDCs are above the RI average of 1081 COVID cases per 100k people (though this is total, not current state of infections)

HDCs represent a larger proportion of hospitalized patients compared to their population, both in total and current hospitalizations - this is a better indicator for current spread in these communities

Central Falls has seen some of the highest rates of COVID-19 in the country—five out of every ten Central Falls residents have been infected with COVID-19. This small town has 5,644 children under the age of 18, with family median income hovering just above \$30,000 (U.S. Census, 2010). At 3,446 cases per 100,000 people, Central Falls has by far the highest coronavirus rate and the highest unemployment rate (20.7%) in Rhode Island - also exceeding Providence’s rate of 2,181 per 100,000, and 19.5% unemployment—according to [Department of Health data](#). Most troubling, Central Falls’ infection rate even exceeds the rate of 2,852 per

100,000 in New York City’s hardest-hit borough, the Bronx (Boston Globe, May 18, 2020). It is worth coupling these urban challenges with some stark statewide realities, like over 25% of Rhode Islanders lack access to stable, in-home internet; over 17.9% of Rhode Islanders find themselves unemployed since COVID-19; or 50,000 more pieces of hardware would be needed to take K-12 students in Rhode Island to 1:1.

	Unemployment	Enrollment	FRPL	IEP	LEP
Rhode Island	17.9%	143,557	68,408	22,517	15,377
Central Falls	20.7%	2,878	2,734	598	1,381
Providence	19.5%	23,836	20,135	3,458	7,678
North Providence	19.4%	3,538	1,671	611	169
Pawtucket	20.4%	8,784	6,360	1,504	1,314
East Providence	18.5%	5,251	2,359	947	243
Woonsocket	20.4%	6,027	4,513	1,627	683
Cranston	19.0%	10,475	4,563	1,619	769

QUALITY OF PROJECT SERVICES AND PROJECT PLAN

Approach to Absolute Priority 2, Option B (Application Requirement 1)

Rhode Island Department of Education (RIDE) will meet Absolute Priority 2, Option B by expanding its existing high-quality course-access program, the Advanced Course Network, to (1) serve more students; and (2) Add new courses based on student and parent interest, alignment with workforce development needs, and alignment with core curriculum requirements. A Rethink Education Grant supporting the Advanced Course Network will serve as a platform for scaling virtual curricular offerings into elementary and middle grades, expanding the diversity of

core and elective courses for secondary students, providing transition support courses, and offering integrated support for students with disabilities and multilingual learners. The result will be a centralized hub offering a broad range of high-quality classes available to any student in the state which schools could utilize to offer virtual or blended instruction within their buildings and students can utilize to access courses not offered in their local school, including courses providing college-credit, industry credentials, and work experience. The result will be a 27 fold increase in students accessing remote content, from 1600 to 42,000 students, through the course network. For a logic model of Rhode Island's approach, see Appendix 6.

Strategy 1: Increased virtual course choices resulting in college credit or industry-recognized credential and supporting student transitions

Rhode Island's Advanced Course Network (ACN) was launched in 2016-17 SY to help districts and schools provide opportunities for Rhode Island students to envision, pursue and realize their individualized graduation pathway outside of the traditional school day. The goals of the network are that through advanced coursework students get a head start on postsecondary success, master the skills required of a lifelong learner, and are prepared for jobs in sectors critical to Rhode Island's future prosperity.

Through the ACN students in grades 6-12 can enroll in credit-bearing courses not available at their own school. The ACN currently offers 76 courses in face-to-face, fully online, and blended formats across course types: Dual Enrollment, Advanced Placement, Career Preparation and Work-Based Learning through a mix of course providers, including Rhode Island districts, charter schools, colleges, community-based organizations, and the Department of Labor and Training. In addition to high school credit, all courses result in either college credit, an

industry-recognized credential/certificate or a hands-on career experience. Course costs are covered for public school students, including course materials such as textbooks.

The popularity of the ACN has meant the demand has exceeded the supply in its course availability. In SY 2019-20, 927 students completed courses through the ACN—but many courses had waitlists of additional students who wanted to enroll in ACN courses. With Rethink Grant support, Rhode Island would expand the ACN to meet this demand as well as creating new course offerings by: 1) Adding seat capacity to existing high-demand, successful courses; 2) adapting current in-person dual enrollment and career preparation courses into virtual or hybrid offerings; 3) contracting with providers to develop and provide new courses, including virtual AP classes, in line with student/parent/community requests, industry demands, and alignment with council designations and postsecondary institutions; and 4) offer virtual Readiness courses supporting students in transition grades to ensure they are ready for grade-level content. These readiness courses are being piloted this summer and are described in detail on page 20.

This expansion would create more equity in access—through virtual course offerings, students who may otherwise not be able to afford transportation to in-person courses can access advanced coursework; including access to courses necessary to earn one or more Council Designations (Commissioner's Seal, Seal of Biliteracy, Pathways Endorsement) which are not offered at all schools. These Council Designations are endorsements on a student's high school diploma, starting for the class of 2021, which certify a student is proficiency in college-ready ELA and Math, demonstrates skill in one or more world languages in addition to English, or has accomplished deep learning in a chosen career pathway and is prepared for employment or further education in that career.

How Rhode Island will Determine which Courses and Programming to Develop or Expand

Rhode Island Department of Education has two mechanisms it uses to determine annual course offerings in the Advanced Course Network—course approval and annual course selection.

Providers submit proposed courses to RIDE for a 3-year approval. Courses are analyzed by RIDE to ensure they meet requirements and are aligned with the appropriate standards. As the state shifts to using high-quality instructional materials in all core classes (see page 10), RIDE will also analyze ACN classes meeting core content requirements against high-quality curricular requirements and indicate classes meeting this bar in course descriptions.

Each year, RIDE annually reviews courses based on course outcome data, student demand, workforce needs, and alignment across agencies. RIDE then issues a call to providers outlining the course content desired for the next school year. Providers then submit applications outlining both previously-approved and new courses they intend to offer next school year for approval.

In identifying needed career preparation courses, RIDE selects from 10 Priority Sectors as identified by the Department of Labor and Training in conjunction with the Commerce Corporation and adopted by the Governor's Workforce Board: Bioscience, Business (as support for all sectors), Construction, Defense, Education, Healthcare, Hospitality and Tourism, Information Technology, Manufacturing, Marine Trades. The CTE Board of Trustees has mapped 54 career fields against these Priority Sectors. In order to receive funding, LEAs must have at least one state-approved CTE program in a Priority Sector or be developing one. Perkins funds may be used for any state-approved programs, including those outside Priority Sectors; state CTE Categorical funds, however, may only be used for Priority Sector programs. CTE courses must include work-based learning experiences for every student aligned to Governor's

Workforce Board (GWB) guidance.

Furthermore, RIDE will prioritize courses aligned with the Council Designations of the Commissioner's Seal, the Seal of Biliteracy, and the Pathway Endorsement. By ensuring courses necessary to earn one of these designations are offered on the ACN; the state can ensure all students have the opportunity to pursue the designations—regardless of whether the course is offered at their home school.

Community Involvement in Determining Course Needs

Rhode Island has a number of mechanisms by which it gathers input on what courses are desired by the community. As required by the 2018 Strengthening Career and Technical Education for the 21st Century Act has integrated a Comprehensive Local Needs Assessment that includes stakeholder groups. Through this process, stakeholder groups assess whether programs meet the needs of students to enter high wage, high demand careers based on labor market analyses. Additionally, PrepareRI has established an Ambassadors group of select leaders who help guide PrepareRI's implementation. The Ambassadors come from different parts of Rhode Island's education landscape, such as district leaders, principals, school administrators, teachers, college professors, community leaders, parents and others. They use their unique perspective and skills to advise the PrepareRI team, create resources and training to help their colleagues, and serve as spokespeople for PrepareRI. This role will be expanded to assist PrepareRI and RIDE in identifying gaps in course offerings in its ACN, CTE, and Dual Enrollment programs. Parents and students will also be able to request new courses directly through the Parent and Student Ambassador programs and surveys, which is discussed in detail later in the narrative.

Course Evaluation and Accountability

At the end of each year every Advanced Course Network course is assigned a Tier based on the two course outcomes: participation and performance.

- Tier 1: 90% of the students complete, and 80% of students receive a “C” or better
- Tier 2: Either 90% of students complete, OR 80% of students receive a “C” or better
- Tier 3: Fewer than 90% of students complete, and fewer than 80% of students receive a “C” or better

Beginning SY 2020-21, these Tiers will be publicly reported by course on the ACN platform so students and families can make better informed decisions about their ACN options. Any course classified as Tier 3 for two or more cycles, will be removed from the ACN. Beginning in SY 2021-22, these tiers will affect provider payment through a pay-for-performance model.

Selection of Public and Non-Public School Students into Advanced Course Network Courses (Priority 2b, Requirement 1(e3))

The Advanced Course Network is open to all public and non-public school students in the state. For its next enrollment cycle, the ACN is moving to a lottery in which a higher weight will be given to students from disadvantaged populations: students living in poverty, students on an IEP, and English Language Learners. The lottery will not distinguish between public and non-public school students; however, non-public school students currently cover the cost of course fees. RIDE is committed to determining options to also provide financial support to non-public students who have documented financial need. As we advance this work RIDE will prioritize engaging in more advanced modeling in order to determine reasonable, appropriate support for all students across Rhode Island, ultimately increasing access for a more equitable system.

Strategy 2: Virtual access to Core High-Quality Curriculum and Instructional Materials

Since 2017, Rhode Island has engaged in a multi-year initiative to ensure all schools are using high-quality curriculum materials aligned to rigorous college- and career-ready standards with an aim of increasing equitable access to a rigorous education that prepares every student for college and careers. By providing virtual high-quality curricula in grades K-12 through the Advanced Course Network, Rhode Island will expand access to the ACN to elementary students for the first time while also accelerating the state's goal to move all schools to using high-quality curricula. Through a partnership with EdReports, Rhode Island has reviewed and rated ELA, Math and Science curricula against EdReports scale. EdReports is a nationally recognized, independent non-profit organization, who provides free expert reviews of K-12 instructional materials in English Language Arts (ELA), Mathematics, and Science based on alignment to standards and usability. Rhode Island has published its review in a Curriculum Visualization Tool so the public can see the quality of curriculum offered in specific schools and LEAs. In 2019, the Rhode Island legislature passed RIGL§ 16.22.30-33 requiring all LEAs to adopt high quality curriculum materials aligned to academic standards, curriculum frameworks, and statewide standardized tests by June 2023 for mathematics and English Language Arts (ELA) and June 2025 for science. To that end, this summer RIDE is releasing guidance to districts identifying examples of high-quality curricula in the core content areas, as well as providing technical support around selection and implementation.

The closing of schools in the Spring of 2020 in response to the COVID-19 pandemic has highlighted Rhode Island's already existing belief that more virtual high-quality curriculum and instructional materials are needed to support students. LEAs have expressed desire for virtual materials that would allow them to blend instruction as well as toggle between in-person and

remote instruction in response to in-school disruptions. To meet this need, RIDE will:

- 1) Contract with vendors to procure or develop digital materials for highly-rated core ELA and Math curriculum that are most widely-used, particularly by high-needs schools.
- 2) Contract with vendors to develop virtual supplemental, remediation, and intervention courses for specific elementary reading skills and mathematical concepts to address common learning gaps experienced by struggling students.
- 3) Provide curriculum-aligned professional development on using high-quality instructional materials in virtual and blended instruction while maintaining integrity to curriculum and rigorous standards.

Contracts would require vendors to embed Tier 1 supports and accessibility features for students with disabilities and multilingual learners into digital instructional materials. These virtual resources will be made available through the same platform that hosts the ACN. To support instruction with these materials, RIDE will leverage its experience as one of 8 states in the Council of Chief State School Officers High-Quality Instructional Materials and Professional Development (IMPD) Network to increase the number of existing educators trained in evidence-based virtual and hybrid instruction and the use of high-quality instructional materials by 1) Partnering with LEAs and professional learning providers to provide specific training on how to rethink the delivery of information, student practice, and engaged learning using high-quality instructional materials during remote learning 2) Partnering with curriculum providers to provide curriculum-aligned professional development for newly implemented high-quality curriculum. In each year of the grant, RIDE will train cohorts of teacher fellows

who, using a train-the-trainer approach, will then train and support their colleagues.

Selecting High-Quality Core Instructional Materials and Courses

In selecting High-Quality Instructional Materials RIDE will build on its previous work identifying ELA, Math and science K-12 curriculums that meet EdReports highest quality rating and are aligned with Rhode Island standards, curriculum frameworks and assessments. RIDE will analyze its curriculum survey data to identify widely disseminated curricula in need of virtual components and low-performing districts in need of higher quality curriculum. In procuring vendors, a priority will be placed on curricula that integrates support for students with disabilities and multilingual learners and provides embedded formative assessments.

Strategy 3: Enhance counseling and integration with the Individualized Learning Plan

Widely disseminating information on the availability of course-access programs

(Priority 2b, Requirement (d))

Rhode Island will utilize its Individual Learning Plan (ILP) system as the primary method for widely disseminating information on the availability of course-access programs leading not only to increased awareness of curricular options but more aligned and intentional counseling support for student pathways. The ILP is a process where middle school students and their counselor map out the student's high school pathway based on their post-graduation plans. Through their senior year, counselors and students are required to review the ILP twice a year. This planning process will serve as a method for counselors to communicate options available to students in the Advanced Course Network and to guide students in strategically selecting ACN courses aligned with their individual pathway.

To improve this Individualized Learning Planning process and to expand counseling capacity

and effectiveness, Rhode Island will develop and launch a School Counselor Advisors program modeled after Advise TN (see page 25). School Counselor Advisors will work in 11 high-needs high schools and will:

- 1) Provide statewide annual training to school counselors on the course options available in the ACN and how to support students in selecting courses aligned with their ILP.
- 2) Provide targeted support to counselors at 11 high schools including:
 - a) Focus on supporting counselors in guiding students to take advantage of the ACN through classroom lessons, small groups, toolkits, and other outreach initiatives.
 - b) Support the implementation of comprehensive, data-based school counseling.

School Counselor Advisors will be placed in high schools that have been identified as low-performing on DiplomaPlus, high school proficiency, and high school graduation measures. DiplomaPlus is the state's accountability index indicator measuring the percentage of students earning college credits or industry-recognized credentials. These schools will also receive professional development on comprehensive counseling and best practices in college and career counseling. RIDE will solicit requests for School Counselor Advisors from eligible schools and secure agreement to support initiatives and participate in professional learning.

Schools served with a School Counselor Advisor will also be served by a Student and Parent Ambassador. Student Ambassadors will work as a peer school counselor to help younger students make informed decisions about the best course(s) to take on the ACN platform, offer pathway advice, provide encouragement, and serve as a mentor. Student Ambassadors will be high-achieving seniors or recent graduates who have entered college or a career program who will commit to spending a year in their positions and will receive a \$2,500 stipend for their role.

The Parent Ambassador Program follows a similar structure and is discussed in detail on page 16. In addition, RIDE will offer small \$250 stipends as incentive to 500 low-income students who take necessary coursework to ensure college career readiness, an approach modeled after the state's Rhode2College program discussed on page 25.

Strategy 4: Increase system coherence through the Unified Enrollment Platform

While Rhode Island has a wide array of high-quality educational choices to meet unique student needs, the state found navigating program options and enrollment processes time-consuming, confusing, and opaque for students and families. For example, families entering multiple charter school lotteries do so through individual school platforms and students enrolling in Career and Technical Education programs and Advanced Course Network courses do so in different places. This was true, despite the fact that regardless of their home districts, Rhode Island students are able to take any CTE program or apply for any charter school available anywhere in the state. In response, the Rhode Island Department of Education has developed a Unified Enrollment Platform that will serve as a single point of access for information and enrollment for communities and families on school options. Thanks to \$561,000 in support from the Michael and Susan Dell Foundation and a Charter School Program Grant the Unified Enrollment Platform will launch in SY 2020-21. Through the centralized platform, students will be able to enroll in any Career and Technical Education Program, enter the lotteries for any charter school in the state, and enroll in Advanced Course Network programs.

With Rethink Education Grant support, RIDE would expand the educational opportunities accessed through the Unified Enrollment Platform to include dual credit enrollment options provided outside the Advanced Course Network and adult education programs. The result will be

a centralized statewide system for dramatically increasing family awareness of, and access to, many of the state's K-16 educational opportunities at the school, program, and course level.

Parent Involvement and Feedback Process (Priority 2b, Requirement 1(e))

Research shows that students are most successful academically and socially when their parents are involved and engaged in their learning, especially as a critical lever to addressing achievement gaps for some of our most disadvantaged children. The reality is that all parents want the best for their children and have high expectations, but structural barriers contribute to their lack of engagement. Many parents have to work two jobs to make ends meet, while others feel intimidated and unwelcome at school.

The Rhode Island Department of Education (RIDE) hopes to address structural barriers that discourage parent involvement by launching a Parent Ambassador Program in the state's highest-need high schools. Parent Ambassadors would facilitate family involvement in the implementation of the Rethink Grant's 4 strategies. Through workshops and other forums, Parent Ambassadors will provide opportunities for parents to:

- Learn about the Advanced Course Network's remote learning options
- Request courses or programming that are not currently offered
- Ensure parent voice on project services are being carefully considered by the state

Parent Ambassadors will serve in the same high schools being served by School Counselor Advisors and Student Ambassadors and will coordinate with them while also serving as a liaison between RIDE, schools, and the families in their districts. To ensure, parents outside of these high schools have a way to request new courses and programming, Parent Ambassadors will support

RIDE in developing and collecting surveys and conducting focus groups across the state.

Through a comprehensive and thorough outreach and recruitment process Parent Ambassadors will be selected from candidates who demonstrate an interest in improving students' academic outcomes, have strong ties to their community and schools, possess strong leadership skills, and represent the socio-economic, cultural, linguistic, racial, and ethnic diversity of the school.

Parent Ambassadors will commit to spending at least one year in their positions, will receive training, and will be compensated for their community service with an annual \$2,500 stipend.

Strategies for Ensuring Equal Access and Treatment (Selection Criteria B)

The Advanced Course Network was developed as a strategy to provide access to courses earning college-credit or industry-credentials not offered at a student's school. Students of color and students living in poverty disproportionately attend schools with limited advanced courses.

Specifically, in Rhode Island's urban core, families have been historically underserved by their district offerings; this is evidenced by the historically low achievement rates and overall statewide school report card measures. In its first year of implementation, over 90% of student ACN enrollments came from the urban core. By the SY 2018-19, 56% of enrollments were from the urban core. RIDE attributes this decline in urban district participation to a number of factors: increased statewide awareness and participation in the ACN and the time-consuming nature of the technical ACN platform. Due to limited funding, courses are available on a first come, first served basis—and suburban districts have additional capacity and resources to actively promote and approve enrollments in the ACN earlier and faster than under-resourced schools. As discussed above, RIDE has already created the Unified Enrollment Platform to create an easier to use technical platform. Rethink Grant funding will allow Rhode Island to promote the ACN in

the urban core, add seat capacity, expand course offerings, and extend improved counseling services to high needs schools—all of which will help remove the resource barriers contributing to the decline in urban core participation.

Still in SY 2017-18, with ACN student enrollment representations of 48% Hispanic, 18% Black and 63% Free-and-Reduced Price Lunch; students of color and students living in poverty were overrepresented in the ACN compared to their percent of the student population. The percentage of participating students qualifying for special education and English language learner services 11% and 7% respectively in SY 2017-18, has also been increasing, nearing the percentage of each student population in RI high schools, 15% and 8% respectively. To ensure equitable engagement, RIDE covers the cost of IEP-aligned accommodations and modifications for students with disabilities in the ACN through state funds.

Adding access to High-Quality Instructional Materials for core ELA and Math content will also ensure more equitable access to rigorous, meaningful, coherent grade-level content. By adding high-quality curricula to the Advanced Course Network in ELA and Math for grades K-8 and core content courses in high school, such as AP English and Math courses, Rhode Island can ensure all schools have access to high-quality curricula. In procuring vendors, Rhode Island will require embedded supports for students with disabilities and English Language Learners.

Immediate Needs Addressed by Project (Application Req. 2 & 4; Selection Criteria B2)

Steps the State has Taken to Address Immediate Needs (Requirement 4a)

After the decision was made by the Governor and Commissioner to move all LEAs to distance learning in March 2020 to provide continuity of education, RIDE led a whole-of-state response

to the needs of students, families, and communities. In collaboration with the Office of the Governor, RIDE implemented a point-of-contact system for all 64 LEAs across the state to have at least three communications per week with the SEA. Additionally, RIDE implemented rapid cycles of survey feedback to inform both the Governor and the Commissioner, as well as senior agency leadership, regarding the needs of the field in a timely manner. RIDE collaborated with local nonprofits with national reputations, like The Highlander Institute, to stand up a distance-learning support line, which provides support to educators and families with the transition to and sustaining of distance learning, as well as FirstBook and Books are Wings to provide at-home literacy kits for students in the elementary and middle grades.

Quickly, RIDE staff worked to draft and release guidance related to distance learning at the early childhood, elementary, and secondary level. Additionally, guidance was released related to educator preparation and educator certification, as well as Title programs, standards-based instruction, and assessments. Continuously, RIDE has engaged important state stakeholders in this work, from stakeholders in the labor community, to partners in principal, superintendent, and school board associations.

In close collaboration with the Governor's Office of Innovation, RIDE worked with the major cell phone and internet providers to stand up hot spots on cell phones and expand internet access in homes. Given that the hardest-hit communities are also the communities which rely on schools for support, LEAs worked to set up creative meal distribution options, leveraging both USDA's community eligibility provision and being the second-state to release Pandemic EBT resources. Despite all of these efforts, RIDE knows many of the needs of our most vulnerable students are not being met, and their needs have not been adequately addressed or served through distance

learning. The guidance document and marshalling of organizational resources, while helpful, did not substantially lessen the disparities experienced across different communities in the state. In both Providence and Central Falls-- as well as other urban areas--large populations of students who are differently abled, multilingual learners, children of first responders were left behind.

Development and Launch of Virtual Readiness Courses for Summer 2020

To combat learning loss due to Covid-19, over the summer of 2020, RIDE is running four separate, eight-week, virtual Readiness courses for 2,000 rising freshman and rising seniors to ensure they are prepared for grade-level content. This program is being supported with funding from the CARES Act.

The two courses (Math and ELA) for rising Seniors are aligned to a credit-bearing college standard, meaning students who successfully complete the course will be eligible to go directly into credit-bearing courses at the three public institutions of higher education in Rhode Island. Additionally, there are two courses (Math and ELA) for rising 9th graders, and these courses have been designed to close the most common skills gaps that have been identified in the state so students are prepared to enter high school with a solid mastery of middle school content.

All four courses have been developed by Carnegie/WestEd, utilizing their research-based, evidence-based methodology and content platform in close collaboration with RIDE content experts. All courses have an explicit social-emotional learning component to help students navigate these turbulent times and take ownership over their learning.

While RIDE will be responsible for teacher recruitment, Carnegie/WestEd will host a weeklong professional development course for participating teachers before all courses begin in order to

onboard them to the content learning platform, pedagogy, and social-emotional methodology. Additionally, all teachers will have 24/7 access to a master teacher and will have weekly check-ins with coaches. The goal is to use this opportunity to expose local teachers to master teachers and best in class professional development so they may bring those new skills into their classrooms in September.

In addition to high quality curriculum, content, and teacher professional development, students will be eligible for financial incentives (up to \$250 for 9th graders and \$750 for 12th graders) for course preparation, assignment completion, and content mastery. The financial incentive program and infrastructure is run by Research Improving People's Lives (RIPL), a trusted partner of RIDE currently executing on the successful Rhode2College program.

The hope is to leverage this summer learning opportunity to ensure that students are focused on academics and are prepared emotionally for school come September. Ultimately, we hope to learn as much as possible to expand this opportunity into future academic years for the students who need it the most in our state using Rethink Education Models grant support.

Remaining Immediate needs in the State (Requirement 2)

Rhode Island Department of Education's efforts to build out a comprehensive, accessible high-quality course access program in partnership with PrepareRI is driven by a crucial need to prepare students for a changing world. In Rhode Island, while less than 45 percent of residents currently have a postsecondary degree or industry-recognized certificate, an estimated 70 percent of jobs require those credentials in 2020. While Rhode Island has made tremendous strides in building a pipeline to postsecondary and industrial credentials, more opportunities are needed

and the COVID-19 pandemic has made clear the need for these options to be available virtually.

Demand for Advanced Course Network classes has steadily increased since the program's creation in 2016. In the 2016-17, 531 students participated; by 2018-19 over 1600 students participated, representing a 201% increase in enrollment in just three years. Despite increased participation, available course seats do not meet demand—in 2019-20 many ACN courses had waitlists for participation. Access to ACN courses is also uneven, only 24% of the 76 ACN courses in SY 2019-20 were online—creating a barrier for students who cannot afford transportation costs. Given this rapid growth in student and school enrollment, the technical platform the program was hosted on did not meet the needs of its users; the new Unified Enrollment Platform has been designed to serve increased capacity.

Course access to classes fulfilling the requirements for Council Designations—Commissioner's Seal, Biliteracy Seal, and Pathways Endorsement—also remains uneven. Many high schools in Rhode Island do not offer the advanced courses, language courses or pathway options necessary to meet Designation requirements. While the ACN does provide access to some requirement-aligned courses offered outside a student's home district, the ACN's offerings also fall short in some areas. For example, in SY 2019-20, the ACN only offered one virtual AP course—AP Government and Politics; meaning if a student's high school didn't offer an AP English or Math course, they would have no way of completing an AP course to earn the Commissioner's seal.

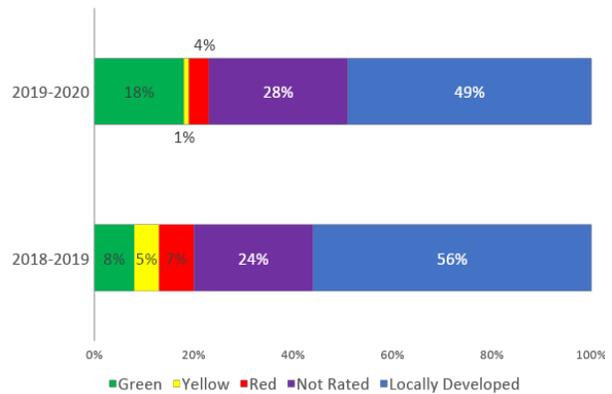
Access to High-Quality Instructional Materials varies across the state. Through its work the Council for Chief State School Officers and EdReports and other partners, Rhode Island LEAs have started to shift from locally-developed or lower quality curriculum to highly-rated

curriculum as seen in the graphs below. However, many LEAs are not yet using high-quality materials across all core content. For example, only 18% of high school Math and 14% of high school ELA courses meet high-quality curricular standards. Between districts who do use high-quality curriculum access to virtual content varies. Through its licensing of virtual highly-rated curriculums and development of supplemental virtual materials, Rhode Island will help close these curricular gaps while also positioning LEAs to maintain curricular coherence amidst potential rolling school closures.

K-8 Math Curriculum



K-8 ELA Curriculum



Green=Meets High-Quality Expectations Yellow=Partially Meets Red=Does not meet

Needs around Family Engagement and Involvement

The Rhode Island Department of Education administers SurveyWorks, a statewide school climate and culture survey for parents, teachers, and students. According to 2020 SurveyWorks data, 70% of parents responded that they provide academic and social support to their child. Yet, only 9% identified that they are involved with and or interacting with their child's school. This

supports the notion that parents want to be involved in their child's education but may not currently be receiving the necessary tools to actively engage in school. This can be adequately addressed by the successful implementation of the statewide family ambassador program.

Barriers the State has faced in meeting needs (Requirement 4b)

Until recently, a major barrier in adopting High-Quality Instructional Materials was a true understanding of quality. While curricula may have been labeled as standards-aligned, the designation wasn't a marker of quality or usability. With the completion of Rhode Island's curriculum survey using independent quality ratings, this barrier has been addressed. The most significant barrier now to a fast transition to high-quality curricula is funding. While districts are moving toward new curricula, many are forced to go in stages—adopting a grade or two at a time. Funding has been the primary barrier to increasing access to advanced coursework. While Rhode Island has prioritized and invested heavily in expanding advanced coursework options, as noted above, demand still outstrips the number of slots available in courses. Increased funding will allow RIDE to address these limits by adding more course sections to existing courses, contracting with vendors to add new courses, and adapting in-person courses into virtual courses. Funding will also help address technology costs limiting virtual access, such as the need for audio-visual equipment to record live teaching of AP teachers in virtual AP courses. Currently, the entire Individualized Learning Plan project is run by a counselor who is on loan to RIDE. The grant will allow RIDE to hire a full-time employee to manage the project. Under this supervision, grant funding will support the development of stronger counseling and alignment with remote learning opportunities.

Expanding Access to Remote Learning and Improving Student Outcomes (S. Criteria B3)

As discussed above, the ACN has already led to substantial increases in the completion of college-credit and industry-credential bearing courses. Since its inception, thousands of credits and credentials have been awarded to Rhode Island students. By expanding the virtual course options in the network, more students will be able to earn credits and credentials remotely. Michigan's Virtual AP Program is one example of how creating virtual options can lead to increased access and student success in advanced classes. In the 2018-19 school year, Michigan student's could take 23 different virtual AP courses with virtual students scoring higher on AP exams than the state's traditional AP students and the national average (New York Times, 2020).

This project's Student Ambassador Program and student stipend program are modeled on the success of the state's Rhode2College (R2C) program which supports high-achieving low and moderate-income students to take the steps necessary to prepare for and enroll in college. Over their last two years of high school, participating R2C Scholars can earn up to \$1,000 in short- and long-term payments to help towards college as they complete key college preparation milestones. So far the program has resulted in participants spending 4.5 times more hours studying for the SAT than the national average, with 70% of participants applying to college and 63% submitting their FAFSA.

The School Counselor Advisor program was inspired by Advise TN, a program run by Tennessee Higher Education Commission which placed 30 college advisors in high schools around the state which had a college-going rate of less than 59%, which increased FAFSA filling by 10% compared to 3.7% in other high schools (Tennessee Score, 2019).

Evidence Basis for Project (Selection Criteria B4)

Despite misconceptions, a literature review on virtual learning by the Institute for Educational Sciences (Bennet, et al., 2020) indicates virtual instruction can lead to student gains on par with traditional classroom instruction, providing evidence that the expansion of virtual advanced coursework options and increased virtual access to high-quality instructional materials in this project are built on a solid basic foundation.

Advanced Coursework –Dual Enrollment, AP and Career Preparation

The Institute for Educational Sciences' What Works Clearinghouse conducted a recent review of 35 studies on the impact of dual enrollment on students in high school and, later, in college (U.S. Department of Education, 2017). Five studies used randomized controlled trials or quasi-experimental designs (Berger, et al, 2014; Edmunds, et al., 2015; An, 2013; Giani, et al., 2014; Struhl & Vargas, 2012). All five studies found a large, statistically significant, effect on the likelihood of dual enrollment students to attain a college degree in the future. Berger et al (2014) and Edmunds et al (2015) further found significant effects on high school GPA, ELA and Math proficiency, and scores on high school end-of-course exams. While smaller in impact, Edmunds et al (2015) reported dual enrollment students were more likely to graduate high school and have higher high school attendance rates.

Students engaged in Advanced Placement courses show similar future outcomes as dual enrollment programs. A study of 112,000 students from 77 universities found students who complete AP coursework are more likely to graduate from college within four years; regardless of their AP exam score and after controlling for prior academic achievement, demographic variables, and school-level variables (Mattern, et al., 2013). Black and Hispanic students who earn a 3 or higher on AP exams are 28% more likely to graduate college within 5 years and

low-income students are 26% more likely to graduate (Dougherty et al., 2006). Students who took AP also have higher GPAs in the freshmen year of college and perform just as well in the intermediary courses they are placed into due to their AP credit as students who took the college's introductory course (Scott, et al., 2010; Sadler & Sonnert, 2010).

High Quality Instructional Materials

The quality of instructional materials has one of the strongest effects on student learning, resembling the effects of teacher quality (Chingos & Whitehurst, 2012). Despite this, a national study evaluating instruction across multiple, diverse districts found students spend 581 of 720 available classroom hours engaged with material that is below grade level, a full 80% of their time (TNTP, 2018). This was particularly in classrooms serving students of color. The same study found that, “When students who started the year off behind grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement, and higher expectations, the gap between these students and their higher achieving peers began to narrow substantially.” Other studies have found the effect on adopting high-quality instructional materials mirrors the effect sizes of improving teacher quality. Kane et al., (2016) found student achievement gains of 3.6 percentile points from the use of highly rated fourth or fifth grade math curricula, exceeding the average effect of a teacher's growth over the first three years of teaching. Sustained use leads to even greater improvements—Steiner (2017) found that four consecutive years of using a highly rated curriculum produced an additional 38 percentile points in student gains, an effect comparable to four year of additional learning. Most importantly, for the virtual curricular strategies proposed in this application—the effects of high quality curriculum persist when moved online; in one study an off-the-shelf, highly rated online curriculum had the

same effect on student gains as an average teacher’s performance moving to the 80th percentile (Jackson & Makarin, 2017). Among potential education reforms, high-quality instructional materials are particularly cost-effective. The marginal cost of selecting high-quality materials versus less effective options is essentially zero (Polikoff & Koedel, 2017), and is 40 times more cost effective than class size reduction (Boser, et al., 2015). The use of high-quality curricula benefit teachers as well as students and are desired by teachers, reducing their workload. The average teacher spends 7-12 hours a week searching for instructional materials (Goldberg, 2016), with 96% of teachers using Google and 75% using Pinterest to find resources. Perhaps this is one reason a 2016 Scholastic survey identified high-quality curriculum as teachers top recommended priority for education spending.

QUALITY OF THE MANAGEMENT PLAN AND ADEQUACY OF RESOURCES (SELECTION CRITERIA C)

Management Plan (Application Requirement 1 and Selection Criteria C1)

The implementation of RIDE’s Expansion of the Rhode Island Advanced Course Network Project will be undertaken by a cross-departmental team consisting of leaders from the Office of College & Career Readiness, the Office of Instruction, Assessment and Curriculum, and the Office of School Improvement. This team will be supervised by the Chief of Teaching and Learning who has worked for RIDE for 16 years. The Chief of Fiscal Operation, who is responsible for RIDE’s \$1.4 billion annual budget, will ensure the proper approval and accountability for use of funds. The Office of College & Career Readiness is an important partner in this work because of the innovative student-centered mechanisms of choice it has created over the past five years through the Advanced Course Network (ACN) as well as expanding use of the Individualized Learning Plan, creating the Unified Enrollment Platform,

and overseeing CTE programming. The Office of Instruction, Assessment and Curriculum has led Rhode Island’s efforts to transition LEAs to High-Quality Instructional Materials. The Office of School Improvement will help ensure efforts are targeted to the most vulnerable students as well as the highest needs schools and districts. The purpose of such a broad project team is to ensure coherence of the project and institutional memory, should employee turnover present a sustainability challenge. The members of the Project Leadership Team are described below; their full resumes can be found in Appendix 2. In addition to the positions below, RIDE will hire coordinators for the ACN, school counseling, and HQIM strategies outlined in the project plan in order to lead implementation in coordination with existing staff.

Project Leadership Team	Project Responsibilities
Lisa Foehr Chief of Teaching and Learning Division Rethink Project Director	Overall supervision of the project across offices and specific supervision of the state’s High-Quality Instructional Materials initiative.
To be Hired Project Manager	Provide support to the Project Director in managing implementation across offices.
Spencer Sherman Director of the Office of College & Career Readiness	Supervision of the implementation of ACN course expansion, readiness courses, enhanced counseling, and the Unified Enrollment Platform.
Elizabeth Texeria Education Specialist, Secondary Reform	Provide support in the implementation of ACN course expansion and readiness courses. Liaison to the Council of Elementary and Secondary Education.
Krystafer Redden Transformation Specialist	Ensures resources and programs are targeted to the highest needs schools and aligned with school and district improvement strategies.
Sandra Lopes	Oversight of Rethink Education Models Grant

Chief of Fiscal Operations	spending and budget reporting.
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Weekly meetings between Office Leads will meet weekly with project implementers to assess progress towards goals and make adjustments, with monthly Project Leadership team meetings to troubleshoot and ensure overall coherence. The Project Director will meet monthly with the Commissioner to provide progress updates. Quarterly and Annual Reports will be provided to the U.S. Department of Education, the Commissioner and the Rhode Island Council of Elementary and Secondary Education, and multi-agency PrepareRI initiative.

The chart found in Appendix 7 defines detailed responsibilities, timelines, and milestones for each of projects objectives and corresponding tasks.

Proposed Use of Funds (Selection Criteria 2-4)

The Rhode Island Department of Education is seeking [REDACTED] to support the Expanding the Advanced Course Network Project. These funds will provide 4 full-time employees to manage the implementation of the project as well as 11 school-level School Counselor Advisors working directly with school counselors and students. A total allocation of [REDACTED] will be used for developing new remote ACN courses and expanding the annual seat capacity from less than 1,000 to 5,000 students. The cost of developing a new Advanced Course Network course equates to a reasonable [REDACTED] to offer previously developed courses in future years. A further [REDACTED] will be used to develop and procure virtual high-quality instructional materials, both core curricula and supplemental materials—which will provide remote access to 35,000 students; an annual cost of [REDACTED].

To ensure the Expanding the Advanced Course Network Project remains fiscally sustainable after the end of the grant, in the last year of the grant RIDE will begin transitioning project costs to non-grant revenue sources without diminishing service levels. For example, in the first 2 years of the grant cycle the grant will support 5,000 students in ACN courses. In the final year grant funds will only be used to cover 2,500 students with RIDE covering the cost of the other 2,500 students through other sources.

Significance of Expected Outcomes (Application Requirement 1 and 5)

The Project will result in a 27 fold increase to the number of students accessing high-quality courses and programs in the Advanced Course Network. Students accessing college credit and industry-credential bearing courses will increase from 927 students in the 2019-20 SY to 5,000 annually. In middle school and high school, students will have access to 150 courses across 4 course types: Dual Enrollment Courses, Career Preparation Courses, AP Courses, and Work-Based Learning Experiences—a doubling from the 76 courses currently offered. These courses will span a broad range of subjects informed by workforce demands. In addition, 2,000 students in transitional grades will be served annually in the readiness courses through the ACN. Thirty-five thousand students across all grades will gain virtual access to core curricula in math, ELA, and science, with 15,850 elementary students participating in the ACN for the first time. Across these learning options, RIDE will survey parent satisfaction with core curricula and ACN courses upon the completion of courses and use this data to drive improvements. While the above outputs provide measures on the growth in student participation and the diversity of course options, RIDE has chosen this project approach due to its potential impact on student outcomes. RIDE has set performance target increases on 3 key student-based outcomes:

- Increase the rate of graduating students earning “Diploma Plus Industry Credentials” or “Diploma Plus College Credits” by 25 percentage points
- Cut the college remediation rate in half by reducing percentage of Rhode Island high school graduates requiring remedial coursework when entering college from 46% to 23%
- Increase proficiency rates in virtual-served HQIM classes by 5%

These performance measures are collected and publicly reported as part of the state’s ESEA accountability index or through PrepareRI, in the case of the College remediation rate. The state’s Unified Enrollment Platform will allow RIDE to compare the proficiency rates of students using core curricula through the ACN with other classrooms. This platform is also how the state will assess the number of students served, since enrollment on the platform provides a direct student count by course. Additionally, RIDE has set performance targets around each of the project’s objectives. Baseline data reflect the most recent year’s data available or are set at 0 for new programming and services. More detail about the project Performance Measures and Targets can be found in the Strategies, Objectives, and Performance Measures Chart in Appendix 8. The Rhode Island Department of Education provides assurance to provide all information to the U.S. Secretary of Education, upon request, for use in any evaluations in Appendix 5.

Anticipated Results and Benefits (Application Requirement 1 & 6)

In addition to the expansion of students served, increase in course options, and student performance impacts described above, this project will contribute substantially to the State of Rhode Island’s goal to increase the number of residents with postsecondary credentials. As of 2016, only 45 percent of residents have a postsecondary degree or industry-recognized

certificate, yet an estimated 70 percent of jobs will require such credentials this year. A multi-year statewide initiative, PrepareRI, is working to close the gap between what students learn in school and what they need for high demand jobs, of which this project would be a part. For businesses, PrepareRI ensures that employers have the workforce they require to thrive in the economy of tomorrow. The initiative has substantial government and business support, built as a strategic partnership between the Rhode Island government, private industry leaders, the public education system, universities, and nonprofits across the state. It is steered by six state offices: Office of the Governor, Rhode Island Department of Education (RIDE), Governor's Workforce Board (GWB), Rhode Island Office of the Postsecondary Commissioner (OPC), Rhode Island Commerce Corporation and The Community College of Rhode Island (CCRI).

Rhode Island began developing its PrepareRI action plan in April 2016, after it was awarded a Phase 1 Grant from New Skills for Youth (NSFY)—a [REDACTED] developed by JPMorgan Chase, the Council of Chief State School Officers (CCSSO) and Advance CTE. In January 2017, Rhode Island was awarded a [REDACTED] Phase 2 NSFY grant, making it one of only ten states nationally to earn the competitive grant. Over the last 3 years, the results have already benefited Rhode Island students, including an over 150% increase in college credits earned in the state, a doubling of students taking career and technical education (CTE) courses, and an increase in the number of districts using individual learning plans from 1% to 95%.

While the NSFY grant ends in 2020, Rhode Island has and will continue to use state and federal funding streams to implement PrepareRI initiatives and was designed to be a permanent restructuring of the state's career pathways for young people. PrepareRI is currently developing its next 5-year action plan.

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STATE OF RHODE ISLAND
OFFICE OF GOVERNOR GINA M. RAIMONDO

June 24, 2020

Secretary Betsy DeVos
U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos and Rethink K-12 Education Models Grant Selection Committee:

I am writing to express my support for the Rhode Island Department of Education's application for the federal Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) Grant.

This grant application will dramatically expand the course choice options for students in Rhode Island, building on the strong infrastructure we have spent the past few years building, and taking it to the next level. In 2017, I announced the launch of PrepareRI, a new statewide initiative to prepare all Rhode Island students for success in college and career. We created a 3-year action plan that aligned the work of the agencies overseeing K-12 education, postsecondary education, workforce development, and economic development under a common framework and plan. Our work was remarkably successful. In the past three years we have:

- Created a platform (the Advanced Course Network) that allows for statewide course choice
- Made it free for high school students to take college classes (through the PrepareRI Dual Enrollment Fund), leading to an over 150% increase in college credits earned in the state
- Increased the number of districts that offer students an individual learning plan (ILP) from less than 1% to over 95%
- More than doubled the number of students taking career and technical education (CTE) courses

I'm proud of these accomplishments but see them as only the beginning; as a state we have built a system that allow us to create truly transformative opportunities for students. The ESF-REM grant is the mechanism for the state to use this system to its maximum potential.

I am a firm believer that providing families with more choice will lead to greater opportunities. We are using this grant to make that happen. By expanding the Advanced Course Network to include elementary and middle students, not just high school, we're opening up course opportunities to tens of thousands of new students and spreading the use of high-quality, college-and-career ready curricula across the state. Connecting it to our new Unified Enrollment Platform will make it easier for all students and families to access classes and make informed educational decisions based on their unique needs and interest; this creates a more level playing field.

Secretary DeVos
June 24, 2020
Page 2

This grant would allow us to build a statewide K-12 model of expanded course offering that would serve as an example for other states.



Governor

Lisa M. Foehr

Chief, Division of Teaching & Learning

Rhode Island Department of Elementary and Secondary Education

Experienced Education Leader

Goal-oriented individual with the ability to lead complex projects from concept to fully operational status and supervise and develop staff. Highly motivated, organized and detail oriented problem solver. Proven ability to work effectively with professional colleagues, support staff, senior management, district stakeholders and political stakeholders. Committed to professional growth. Successful record of innovative department and legislative policy development and implementation.

Areas of Expertise

Policy Development Program Supervision Agency Outreach Initiative Design and Implementation
Proposal Development Team Leadership Budget Management Staff Selection, Development and Supervision

Relevant Experience & Responsibilities

2018-Present

Chief, Division of Teaching & Learning, *Rhode Island Department of Education*

Senior leadership position reporting to the Deputy Commissioner. Supervision of three office directors, 50 professionals and support staff in three agency offices: Instruction, Assessment and Curriculum; Educator Excellence and Certification Services; and Student, Community, Academic Supports. Current priorities include the development of cross-functional teams across the division to address curriculum, instruction and talent initiatives through integrated implementation strategies. Responsible for the success of strategic priorities, day to day execution of work in the division and overall agency level operations, policy development and strategic priorities

Office of Instruction, Assessment and Curriculum

- Student Assessment: including state summative, NAEP, ACCESS, interim and formative
- Curriculum selection and implementation policy, guidance and LEA supports
- State strategy and supports for English Language Arts, mathematics, science and STEAM
- Pre-K expansion and ensuring high-quality classrooms

Office of Educator Excellence and Certification Services

- Certification regulation, policy and guidance development and implementation
- Educator evaluation systems development, state policy and supports for LEAs
- Pathways to teaching for middle/high school students and adults
- Quality professional learning and support LEA curriculum implementation
- Training and coaching for instructional and induction coaches
- Title II, Part A federal program administration and monitoring

Office of Student, Community and Academic Supports

- Title I, III, IV-A, IV-B federal program administration and monitoring
- Student physical health, mental health and social emotional learning policies and initiatives
- IDEA federal program administration, compliance and monitoring; secondary transition
- Multi-tiered systems of support and intensive intervention strategies and supports for LEAs
- Multilingual learner regulations policies and technical assistance to LEAs and cultural competence state policy and assistance
- ServeRI- AmeriCorps program and other service program grants

2010-2018

Director, Educator Excellence and Certification Services, Rhode Island Department of Education

Responsible for the development of educator effectiveness policies, regulations and the implementation of all educator effectiveness initiatives outlined in the Rhode Island Department of Education Strategic Plan. Supervise professional staff and support staff. Monitor and collaborate with contractors. Manage state and federal budget programs up to six million dollars. Instrumental in the development of Rhode Island's winning Race to the Top grant. Responsible for leading, coordinating and implementing educator quality grant activities.

Implementation of State-wide Educator Evaluation System

- Manage an internal team and national consultants to execute the development and implementation of a Rhode Island Model for educator evaluation
- Implement state-wide teacher and principal evaluation systems in 50 school districts
- Create and revise evaluation system guidebooks
- Develop and maintain a state-wide technology platform to support educator evaluation system implementation and data reporting
- Collect and analyze data from over 10,000 educators to prepare reports and inform evaluation system improvements

Design Rhode Island's Plan for Equitable Access to Excellent Educators for All Students

- Consult with stakeholder groups to inform plan design
- Collaborate with internal RIDE teams to coordinate the implementation of key plan strategies

Redesign of Educator Certification

- Implement new certification regulations for sixty areas; including new routes to certification in RI
- Work with Board of Education and Certification Policy Advisory Board to adopt revised regulations and 44 new tests
- Develop business rules for a new certification database for certification transactions and reporting

Execution of Educator Preparation Program Reviews

- Conduct approval visits for 7 higher education program providers and 2 private providers
- Review and revise educator preparation policy, program standards and approval process
- Design annual report card elements for all programs
- Collaborate with Rhode Island Deans and national accrediting agencies to improve educator preparation

Other Strategic Areas: compensation reform grants, local human capital practices, management and improvement of Educator Excellence office functions

2006-2010

Educator Quality Specialist, Rhode Island Department of Education

- Coordinated Educator Preparation Approval Process, evaluated certification requests, developed educator evaluation systems, coordinated office budget and other duties

2003-2006

Educator Quality Fellow, Rhode Island Department of Education

- Teacher on loan to work on professional learning and other educator quality projects

1992-2003

French and Spanish Teacher, Language Department Chair Exeter-West Greenwich Junior/Senior High School, (grades 7-12) West Greenwich, Rhode Island

Education and Certifications

M.Ed., Secondary Education, concentration in French, Rhode Island College
Graduate courses in Spanish, URI, RIC, Nichols College

B.A., Secondary Education/Foreign Languages, French, Rhode Island College
Rhode Island Life Certificates in French and Spanish
Rhode Island Professional Certificate, Superintendent of Schools

Professional Growth and Continuing Education:

Kennedy School of Government, Executive Development, Leadership in the 21st Century
CVS/Duke Executive Development Series
CCSSO Chief Academic Office and Chief Talent Officer Network

SANDRA LOPES
Seekonk, Massachusetts 02771

QUALIFICATION HIGHLIGHTS

• Business Analysis & Integration	• Executive Level Communications
• Customer Relations Management	• Team Leadership & Mentoring
• Fiscal Resource & Asset Management	• Strategic Planning

EDUCATION

BROWN UNIVERSITY, BA Economics / Organizational Behavior & Management, 1989
UNIVERSITY OF RHODE ISLAND, MBA Finance and Strategic Management, 1995

PROFESSIONAL EXPERIENCE

CHIEF FOR FISCAL OPERATIONS, Rhode Island Department of Elementary & Secondary Education, Providence, RI 02903
December 2017 – Present

- Plans, develops and formulates agency's \$1.4 billion dollar budget inclusive of state, federal, restricted receipts, operating transfer, and capital project funds
- Provides policy guidance to the Offices of Finance and Statewide Efficiencies to assist in the development of agency's short and long-term organizational strategy, goals and objectives
- Coordinates and implements Finance department's daily operations to include budget development, grant management, purchasing rules / regulations, audits and state / federal fiscal reporting
- Coordinates and implements Statewide Efficiencies department's daily operations specific to human resources, facilities, statewide bus transportation, school nutrition, and school construction
- Monitors and reviews agency's administrative programs, contractual relationships, and collaborative ventures with other state agencies and external private organizations
- Maintains knowledge of federal / state laws, regulatory processes, and policies as applicable to strategic planning, policy development, budget development and systemic reform efforts to achieve the Council's mission, including testimony before Rhode Island legislative and policy bodies
- Develops and facilitates appropriate advisory groups for agency initiatives
- Plans, organizes, supervises and reviews work of professional, technical and clerical staff

DEPUTY DIRECTOR OF FINANCE, State of Rhode Island Department of Public Safety, Scituate, RI 02857
June 2016 – November 2017

- Formulate the agency's \$144 million dollar budget inclusive of state, federal, restricted receipt, operating transfer, and capital project funds
- Plan, develop, and administer programs related to Budget, Finance and Purchasing for the Department of Public Safety (i.e., Rhode Island State Police, E-911, Sheriff Division, Capitol Police, Rhode Island Municipal Police Training Academy, Fire Marshal, Central Management Office)
- Responsible for expenditure control and all corresponding state / federal budgetary reports
- Assisted in writing federal grants and providing fiscal backup for grant submissions
- Supervised department's procurement function, including preparation of bid specifications
- Responsible for overseeing all building operations and capital improvements for the Rhode Island State Police specific to capital construction, building renovations and asset protection
- Conduct cost analysis surveys of departmental operations to produce recommendations for reducing costs
- Contract management for operations and maintenance of Public Safety buildings located on Headquarters Complex, five patrol barracks, Rhode Island State Police training academy, E911 and the Fire Marshal's office
- Represent the department at legislative and administrative hearings related to budget and finance
- Plan, organize, supervise, and review the work of professional, paraprofessional, technical, and clerical staff

EXECUTIVE DIRECTOR OF FINANCE, Rhode Island Office of the Health Insurance Commissioner, Cranston, RI 02920
March 2014 – May 2016

- Ensure accuracy / efficiency in the use of grant funds and strategic adherence to grant goals
- Serve as Authorized Organizational Representative (AOR) for federal grant applications / federal reporting requirements
- Verify grant drawdowns of federal funding
- Contract / procurement oversight

SANDRA LOPES
Seekonk, Massachusetts 02771

[REDACTED]

ASSISTANT DIRECTOR OF SPECIAL PROJECTS, Rhode Island Health Benefits Exchange, Providence RI 02904
May 2013 – February 2014

- Grant and contract management

SENIOR BUSINESS ANALYST, Blue Cross Blue Shield of Rhode Island, Providence, RI 02904
November 2011 – February 2013

- Perform cost benefit analysis used to mitigate project risks to ensure benefit realization
- Generate discovery documentation to define business cases
- Create traceable business requirements to ensure line of business readiness
- Facilitate large groups of subject matter experts and business stakeholders to create executive level presentations

INFORMATION TECHNOLOGY QUALITY ASSURANCE ANALYST, Ingenix, Providence, RI 02904
November 2009 – October 2011

- Evaluate and test new or modified software programs and software development procedures to verify that programs function according to user requirements and conform to establishment guidelines
- Develop test plans, manual and automated test scripts for user interface, functionality, system and "ad-hoc testing"
- Execute regression tests, functional tests and data tests

DIRECTOR, Newport Alliance / Occupational Health Departments of Newport Hospital, Newport, RI 02840
October 2004 – November 2009

- Analysis: Budget, Strategic, Financial, Quality Improvement, Payroll, Human Resource, Asset Management
- Identify potential lines of expanded business and create plans for strategic development
- Customer and vendor relations management / issue resolution
- Oversee IS infrastructure and coordinate technology software purchases, upgrades, and vendor selection
- Oversee nationwide drug and alcohol testing programs run by the Newport Alliance
- Manage occupational health service clinic which provides workers compensation injury management, treatment, diagnostic testing, physical examinations and wellness health promotions to local companies

STRATEGIC RESOURCE CONSULTANT, Pacific Gas and Electric Company, San Francisco, CA 94014
December 2001 – September 2004

- Analyzed external and internal data transfer processes to establish strategic plan supporting bankruptcy reorganization
- Provided breakdown of hardware, software, time and capital requirements for presentation to senior management
- Developed project deliverables used for generation of daily electric costs estimates from settlement systems

CHANGE MANAGEMENT / TECHNOLOGY MANAGER, Accenture, LLC., San Francisco, CA 94014
May 1996 - September 2001

- Change management / information technology manager offering more than 8 years of experience in consulting engagement leadership and management of major system implementations
- Key collaborator, adept at communicating at all organizational levels, to share and collect insight for maximized understanding of technical capabilities for new systems
- Experienced in full life cycle implementation from initial analysis through end user training

GRADUATE ASSISTANT, University of Rhode Island, Kingston, RI 02888
September 1993 - August 1995

- Interviewed recruits to determine suitability for admission into MBA program

PARALEGAL, Watt Galvin & Veiga Law Offices, Providence, RI 02903
September 1989 - August 1993

- Researched law, investigated facts to determine cause of action, and prepared legal documents pertaining to Bankruptcy, Worker's Compensation, and Family Courts
- Served as arbitrator and liaison between disputing parties

Spencer Sherman

EDUCATION

HARVARD UNIVERSITY, John F. Kennedy School of Government, Cambridge, MA Sept 2015 – May 2017

- Master in Public Policy
- Relevant coursework: quantitative analysis (2 courses), program evaluation (1 course), economic analysis (3 courses), budgeting & financial modeling (3 courses), education policy (2 courses)
- Relevant project work: Analyzed data for a CMO to identify factors that predicted students' ACT scores

YALE UNIVERSITY, Yale College, New Haven, CT Sept 2004 – May 2008

- Bachelor of Arts in Political Science, *cum laude*
 - Distinction in political science major, Pi Sigma Alpha political science honor society
-

EXPERIENCE

RHODE ISLAND DEPARTMENT OF EDUCATION, Providence, RI Jul 2017 – Present

Director, Office of College & Career Readiness

- Manage 17-person team with \$15M+ budget that oversees the policies in Rhode Island's high schools and adult education programs that help prepare all Rhode Island students for success in college and career.
- Won over \$2M in grants to build innovative new programs
- Created new statewide career and technical education (CTE) plan for Perkins V, which included new competitive grant programs for closing equity gaps, and required outcome-based planning and approval for programs
- Launched statewide Early Warning System, an interactive dashboard to help schools identify students at risk of not graduating
- Launched XQ+RI, XQ's first state-level partnership to help schools reimagine high school, using design thinking and deep community engagement
- Creating a "unified enrollment platform" to create a single, streamlined access point for all secondary course opportunities in the state
- Expanded use of Individual Learning Plans to over 95% of school districts through targeted PD and menu of vetted options for programs
- Led state effort to expand CTE offerings; CTE is now offered in all but 2 districts in RI

College & Career Strategy Fellow

- Created systems to manage PrepareRI's work across its four constituent agencies, such as a semiannual strategic review cycle and a single cross-agency dashboard with a unified list of metrics and goals across the four agencies
- Organized the first two PrepareRI Summits, which collectively brought over 550 education leaders from across the state to attend 32 sessions
- Managed the inaugural cohort of PrepareRI Ambassadors and their projects, including the development of a statewide individual learning plan curriculum; in its second year, the Ambassador program more than quadrupled to 22 Ambassadors matched with four different government agencies
- Created a new competitive grant program which awarded \$1.2M to eight CTE programs with innovative and evidence-based plans to close equity gaps in career education
- Created the PrepareRI website, which has had over 21,000 unique visitors since launching last year

SCI ACADEMY, Collegiate Academies flagship school, New Orleans, LA Jul 2011 – Jun 2015
Sci Academy is an open-enrollment charter high school in the 9th Ward with a 92% poverty rate and a 98%+ college acceptance rate. U.S. News rated it the #2 public high school in Louisiana.

Dean of the Senior Class

- Led 16-person team to set records for GPA and attendance, while reducing demerit rate to lowest in school and avoiding any expulsions or dropouts
- Designed and implemented new cultural, academic, and disciplinary policies for 12th graders at the school and across the charter network
- Developed a plan of targeted support for the 13% of seniors who earned 60% of the grade's F's. This effort led to a 38% reduction in their F's.
- Co-created school's first online portal to manage resources for students and staff

Dean of Science

- Coached two novice biology teachers to achieve scores 31% higher than the district average
- Wrote the first biology curriculum used by the New Schools for New Orleans (NSNO) Interim Assessment Consortium of four schools across the city
- Created a "data dashboard" to help teachers across the network use data to guide instructional decisions

Founding AP Science Teacher

- Created an AP class with an African-American enrollment rate 55% higher than the national average
- My classes doubled the number of African-Americans in Louisiana taking the AP Environmental Science exam in 2012

Advisor

- Advisor to a dozen students in the Class of 2015 since their freshman year, working with parents to help them with academics, attendance, behavior, and provide any other needed support

TEACH FOR AMERICA / REED HIGH SCHOOL, New Orleans, LA Jun 2009 – Jun 2011

Science Department Chair; Science Instructor

- Reduced the achievement gap of students by 10%, according to TFA ratings ("Solid Gains")
- Led initiatives to increase teacher observations/feedback and combat student truancy
- Compiled biology curriculum resources for use by all TFA teachers in New Orleans
- Co-founded Reed High School's first Speech & Debate Team, the only non-charter school team in the district

YOSEFO, Kilwa Masoko, Tanzania Oct 2008 – May 2009

Information Management Projects Coordinator

- Created a new MS Access database to enable the organization to manage client accounts for free

ELIZABETH TEXEIRA

EXPERIENCE

RHODE ISLAND DEPARTMENT OF EDUCATION, Education Specialist, Secondary Reform March/2019 - Present

- As a Specialist in the Office of College and Career Readiness (OCCR) at RIDE, I work on projects relating to secondary school (Regulations, Early Warning System, Advanced Course Network), the postsecondary system (Dual/Concurrent enrollment, FAFSA completion, Rhode2College), the [PrepareRI College Readiness project](#), and strategic projects.

LEADERSHIP FOR EDUCATIONAL EQUITY Sept/2018 – Feb/2019

- As a Leadership for Educational Equity (LEE) Fellow I assisted the Rhode Island Office of the Postsecondary Commissioner with projects related to diversity and equity in the state's three institutions of higher education.

UNIVERSITY OF CALIFORNIA, Project Manager/Events and Fundraising Specialist Oct/2016 – July/2018

- As a part of UC's strategic Presidential Public Service Law Fellowships Initiative, developed, organized, and launched the West Coast's first public service law conference with the Office of the President (UCOP) and Continuing Education of the Bar (CEB): <http://bit.ly/UCPSLC17> to encourage 350+ law students to pursue public interest legal careers.
- Managed all sponsorships and fundraising for the event as part of the \$4.5 million Public Service Fellowship budget.
- Executed key strategic projects at CEB including: facilitating an Immigration taskforce in response to the travel ban, developing a Fire Response campaign after the Wine Country fires, creating a CSR strategy to formalize public service initiatives, and developed a Learning and Development program as part of the company's Vision 2020 strategic plan.

THE SCHOOL FUND, Executive Director March/2015 - Oct/2016

- Analyzed existing donor acquisition strategy and local philanthropic landscape; created a plan to diversify fundraising portfolio, increasing revenue by 68% over previous year, increasing number of students served by 30% in 13 months.
- Analyzed existing donor communication to determine drop off points and instituted responsive email flows, resulting in a +7% increase in donor retention, updated organizational branding, and oversaw website refresh and rollout.
- Facilitated quarterly Board meetings, recruited diverse board candidates, managed annual budget of >\$500,000, developed and implemented a Salesforce CRM system, crafted a 5 year strategic plan to increase the number of students served by 10x, and oversaw seven consultants and the creation of a Fellows/internship program.

HARVARD iLAB, GIRLS THINKING GLOBAL, Founder and Co-Executive Director Dec/2013 – March/2015

- Analyzed the competitive landscape for girl-serving organizations worldwide and launched a nonprofit, Girls Thinking Global (GTG), from the Harvard Innovation Laboratory to connect them all, receiving 501(c)3 status in nine months.
- Secured a seed grant, managed a founding Board, developed a social media presence, brand, and website based on engagement data, conducted a pilot study, and raised over \$150,000 in in-kind donations, gifts, and services.
- Pitched, filmed, produced, and premiered GTG's inaugural documentary in four months with an accompanying case study that was then taught at Harvard University: <https://vimeo.com/126591115>
 - *Awarded the Entrepreneurial Progress Award from a pool of 50+ ventures*

THE ACHIEVEMENT NETWORK, Education Consultant July/2012 – Dec/2013

- Project management; partnered with teachers across seven states to analyze their classroom assessment practices and embed data-driven instruction into their methodology—serving over 2,500 students, consulting as necessary.
- Created over 600 strategic benchmarking assessments in 12 months; 96% of Achievement Network schools made progress toward their long-term practice goals using interim assessments in 2012/13.

TEACH FOR AMERICA, Corps Member and Teacher Aug/2010 – July/2012

- Served as Grade Team leader; led lesson plan reviews, behavioral interventions, and coached four teachers biweekly.
- Designed a test prep program that culminated in over 80% of scholars passing the end of year exam (iLEAP) both years, outperforming all other third grade classrooms in the Recovery School District in New Orleans, Louisiana.
 - *Awarded Teacher of the Year at Langston Hughes Academy*

EDUCATION

Harvard Graduate School of Education (HGSE) - Masters of Education, International Education Policy June/2014

- *Awarded the Harvard Education Entrepreneurship Summer Fellowship*

SUNY Binghamton - Masters of Science, Educational Studies June/2012

- *Selected as a member of Teach for America's inaugural Master's program cohort for New Orleans*

Harvard College - Bachelor of Arts, Government June/2009

- *Awarded the John Huston Finley Fellowship; facilitating a year of Post-Grad travel in the Middle East*

KRYSTAFER H. REDDEN

GOVERNMENTAL SERVICE

Rhode Island Department of Elementary and Secondary Education Transformation Specialist	Providence, Rhode Island October 2016 to present
<ul style="list-style-type: none">• Led cross-agency Talent for Turnaround pipeline redesign initiative; collaborated with ED, WestEd, AIR, NCC, local LEA;• Designed process + strategically allocated over \$6M in 1003(g) funds; responsible for cyclical allocation of \$3.5M annually;• Wrote <i>School & Family Empowerment Act</i> guidance; co-wrote, performed data analysis for Charter School Program application;• Managed multiple external vendor procurements and contracts; oversaw Brown UEP Practicum Group + Graduate Intern.	
Providence Public School Department Assessment Coordinator for Literacy & Language	Providence, Rhode Island September 2015 to October 2016
<ul style="list-style-type: none">• Wrote and passed MTSS Policy through Providence School Board; collaborated with over 30 stakeholders during drafting;• Spearheaded ACCESS 2.0 online testing district transition for over 7,500 MLLs; selected by RIDE to run statewide trainings;• Created, coded, codified RtII Module in Skyward; wrote guidance to support implementation + trained over 50 specialists.	
Office of Rhode Island Governor Gina M. Raimondo Education Policy Advisor	Providence, Rhode Island May 2014 to September 2014
<ul style="list-style-type: none">• Performed state-wide contract analysis for all LEAs statewide + wrote findings memo for Governor and General Assembly;• Liaised with DCYF to unearth braided funding streams to support foster youth's higher education attainment at no-cost.	
Office of Texas State Representative Jessica C. Farrar Communications Director & Legislative Aide	Austin, Texas January 2013 to June 2013
<ul style="list-style-type: none">• Successfully passed budget-rider amending Texas Education Code to require bilingual parent engagement + fund budget line;• Shepherded bill revising Texas Penal Code to align to <i>Lawrence v. Texas</i> out of committee onto floor: farthest point in decade.	
Texas Higher Education Coordinating Board Student Representative	Austin, Texas June 2010 to June 2012
<ul style="list-style-type: none">• Appointed by Gov. Rick Perry and Cmm'r. Raymund Paredes to advocate + represent over 1M undergraduates across Texas;• Advocated to preserve distinct distribution requirements for social sciences and humanities within Texas Core Curriculum.	

TEACHING POSITIONS

Providence Public Schools Department Teacher	Providence, Rhode Island June 2013 to September 2015
University of Houston Teaching Assistant	Houston, Texas August 2012 to December 2012
The Nehemiah Center After-School Tutor	Houston, Texas August 2008 to May 2010

EDUCATION

Rhode Island College I.M.Ed. in Social Change & Community Leadership, <i>in progress</i>	Providence, Rhode Island
Columbia University IES Methods Training Workshop: Cost-Effectiveness & Benefit-Cost Analysis, April 2018	New York City, New York
Brown University A.M. in Urban Education Policy, May 2016	Providence, Rhode Island
University of Houston B.A. in Political Science, minor in Literature, <i>magna cum laude</i> , May 2012 B.A. in History, minor in <i>Phronesis</i> , <i>magna cum laude</i> , May 2012	Houston, Texas
Harvard University, John F. Kennedy School of Government Center for Public Leadership – Latino Leadership Initiative, Summer 2011	Cambridge, Massachusetts
Georgetown University The Fund for American Studies – Capitol Semester, Fall 2010	Washington, D.C.

PRESENTATIONS, PUBLICATIONS, & RESEARCH

Chair, "Panel on Education Policy in Urban Contexts: School Finance, Management, and Reforms." Society for Research on Educational Effectiveness. Washington, D.C. March 2019.
Discussant, "From NCLB to ESSA: Revising State Accountability Systems Under the Every Student Succeeds Act." Association for Education Finance and Policy. Washington, D.C. March 2017.

PR/Award # S425B200026

Paper, "Is Retention 'So Unequivocally Negative?': Separating Ideology from Evidence in Understanding Test-Based Retention's Effect on Student Achievement." Capstone Paper, Brown University. Providence, Rhode Island. May 2016.

Presentation, "The Mindful Classroom in Urban Education." Teach for America- Rhode Island. Providence, Rhode Island.

Presentation, "I Think, Therefore I Am: a Program Evaluation of Mindfulness in an Urban Elementary School." Urban Education Research Conference at Brown University. Providence, Rhode Island. May 2014.

Paper, "Creating and Sustaining a Strong Postsecondary Pipeline: Recommendations to the Rhode Island Department of Education." Rhode Island Department of Education. Providence, Rhode Island. December 2014.

Presentation, "Creating and Sustaining a Strong Postsecondary Pipeline." Rhode Island Department of Education. Providence, Rhode Island. December 2014.

Field Instrument, "Instructional Partnership Initiative Teacher Guidebook." Tennessee Department of Education. Nashville, Tennessee. August 2014.

Presentation, "Unlocking the Tools for Instructional Growth by Empowering Professional Partnerships." Annenberg Institute for School Reform Colloquium at Brown University. Providence, Rhode Island. August 2014.

Paper, "Maternity, Property, and Power: The Curious Liberty of the Second Sex in Ancient Sparta." University of Houston. Houston, Texas. May 2013.

Presentation, "Coffeehouse: A Tool for Building Social Capital." National Collegiate Honors Council. Boston, Massachusetts. October 2012.

Presentation, "Crafting Your Story of Self: Personal Narrative in the College Application Process." Phi Beta Kappa Summer Academy. Houston, Texas. June 2012.

Poster Presentation, "Towards a National Culture: Matthew Arnold & Education." Undergraduate Research Day at the University of Houston. Houston, Texas. April 2012.

Discussant, "Access, Persistence, Graduation: Houston's ACT Conference." University of Houston. Houston, Texas. August 2012.

Guest Lecture, "The Anatomy of Alienation: Life in Plato's Cave." University of Houston. Houston, Texas. January 2012.

Paper, "La democracia y la dictadura: un analisis comparativo de norte a sur con Chile y los Estados Unidos." Undergraduate Experience Project at the University of Houston. Houston, Texas. April 2011.

Poster Presentation, "The Feminine Mystique in Ancient Sparta: Spartan Women and the Limits of Civic Education." Undergraduate Research Day at the University of Houston. Houston, Texas. October 2010.

Presentation, "*Phronesis*: Becoming a Gadfly in the Polis." National Collegiate Honors Council. Washington, D.C. October 2009.

FELLOWSHIPS, AWARDS, & HONORS

Harvard University's Center for Education Policy Research (CEPR) Strategic Data Project Fellowship, *Agency Fellow*, 2019 to present

Results for America, *State Education Agency Fellowship*, 2018 to 2020

Practitioner's Stipend, Association for Education Finance & Policy (AEFP), 2016, 2017, 2018

Conference Scholarship, American Educational Research Association (AERA), 2015, 2016

Sue Lehmann Award for Excellence in Teaching, *regional nominee*, 2015

Leadership for Educational Equity (LEE) Fellowship, 2014

Urban Leaders Fellowship, *declined*, 2014

The Terry Foundation Advisory Board, *declined*, 2014

Brown University Urban Education Fellowship, *finalist*, 2014

Teach for America, Corps Member, 2013

Graduated with University Honors and Honors in Major, 2012

University of Houston Outstanding Senior Honors Thesis Award, 2012

The Honors College Outstanding Graduating Senior Award, 2012

The Honors College *Arête* Award for Outstanding Service, 2012

Elected to *Omicron Delta Kappa*, 2012

Lt. Governor William P. Hobby Fellowship, 2012

Elected to *Phi Kappa Phi*, 2011

Summer University Srebrenica, 2011

Harry S. Truman Scholarship, *semi-finalist*, 2011

Princeton University + Tikvah Program in Jewish Thought & Enduring Human Questions, *waitlist*, 2010

University of Houston Provost's Undergraduate Research Scholarship, 2010

Phronesis Fellowship, *chief fellow and student assistant*, 2010-2013

University of Houston Summer Undergraduate Research Fellowship, 2010

Georgetown University's The Fund for American Studies (TFAS), Outstanding Student in Public Policy, 2010

The Honors College Outstanding First Year Student, 2009

The Terry Foundation Scholarship, 2008-2012

LANGUAGES & TECHNICAL SKILLS

Spanish, Latin, and HTML. Microsoft Office Suite, Microsoft Access, Stata, R, Raiser's Edge, JSTOR, LexisNexis, ConstantContact, Convio, Roi, DruPal. Familiar with a wide variety of CMS.

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Rhode Island Department of Elementary &
Secondary Education
Shepard Building, 255 Westminster Street
Providence, RI 02903-3400

Date: July 26, 2019

Agreement No.: [REDACTED]

Filing Reference: This replaces previous
Agreement [REDACTED]
Dated: 8/26/2016

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.



Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Rhode Island Department of Elementary &
Secondary Education
Shepard Building, 255 Westminster Street
Providence, RI 02903-3400

Signature

Name

Title

Date

For the Federal Government:

U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW
Washington, DC 20202-4450

Signature

Frances Outland

Name

Director, Indirect Cost Division

Title

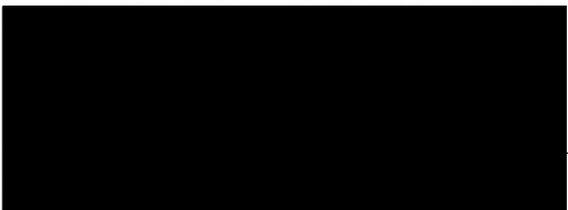
July 26, 2019

Date

Negotiator: Nelda Barnes
Telephone Number: _____

Appendix 5: Signed Assurance

In accordance with the ESF-REM requirement, Rhode Island Department of Education hereby attests to its intent and ability to participate in an evaluation, pursuant to Application Requirement 5, and to submit information to the U.S. Education Department, as requested, for evaluations the Secretary may carry out. This may include, but is not limited to, working at the outset of the grant to establish common performance measures.



Sandra Lopes
Chief of Fiscal Operations

6.26.2020

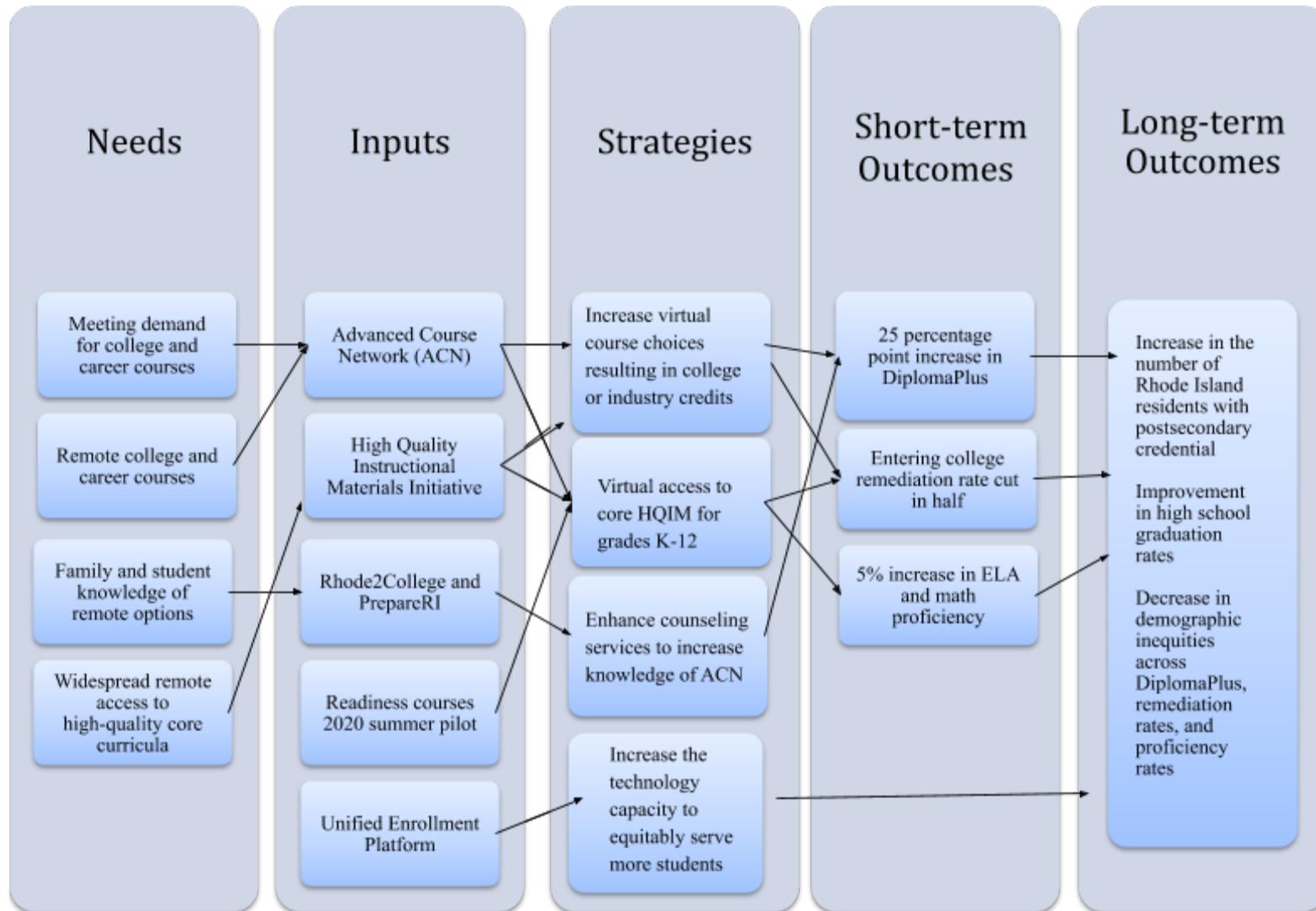
Date

REM Models Grant Project Director

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Appendix 6: Expanding Rhode Island’s Advanced Course Network (ACN) Logic Model



Appendix 7: Chart of Responsibilities, Timelines and Milestones for Project Tasks

- A blue ‘M’ indicates milestones, A ‘X’ indicates key task timeframes.
- Office of CCR= Office of College & Career Readiness
- Office of IAC=Office of Instruction, Assessment, and Curriculum

	<i>Owner</i>	<i>Year 1</i>			<i>Year 2</i>			<i>Year 3</i>		
		Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Strategy1: Increased virtual course choices resulting in college credit or industry-recognized credential										
Adapt current in-person dual enrollment and career preparation courses into virtual or hybrid offerings	<i>Office of CCR</i>	Y1 Fall	Y1 Spr	Y1 Sum	Y2 Fall	Y2 Spr	Y2 Sum	Y3 Fall	Y3 Spr	Y3 Sum
<i>Priority course identification: Work with public colleges and the Office of the Postsecondary Commissioner to identify key courses to put online. These courses are aligned to Pathway Endorsements and college majors. (Priority courses only)</i>		X								
<i>Priority course curriculum development: Work with course instructors to move their course to a digital platform</i>			X	X						
<i>Priority course enrollment: recruit students, students take the courses</i>					M	X	X			
Contract with providers to develop/provide new courses	<i>Office of CCR</i>	Y1 Fall	Y1 Spr	Y1 Sum	Y2 Fall	Y2 Spr	Y2 Sum	Y3 Fall	Y3 Spr	Y3 Sum

<i>Conduct landscape analysis to identify student/family demand for other course opportunities, broken out by geography</i>		X								
<i>Release RFP for developing new courses aligned to the student/family demand identified by landscape analysis</i>			X	X						
<i>Launch new courses</i>					M	X	X			
Offer virtual Readiness courses supporting students in transition grades: middle to HS and HS to College, to ensure they are ready for grade-level content	<i>Office of CCR</i>	Y1 Fall	Y1 Spr	Y1 Sum	Y2 Fall	Y2 Spr	Y2 Sum	Y3 Fall	Y3 Spr	Y3 Sum
<i>Refine curriculum, based on on summer 2020 pilot</i>		X								
<i>Expand pilot to <u>urban core schools</u>: provide teacher PD, recruit students, etc.</i>			M	X						
<i>Expand program <u>statewide</u>:</i>					M	X	X			
Strategy 2: Virtual access to core HQIM for Grades K-12										
Contract with vendors to procure or develop digital materials for highly-rated core ELA and Math curriculum that are most widely-used, particularly by high-needs schools	<i>Office of IAC</i>	Y1 Fall	Y1 Spr	Y1 Sum	Y2 Fall	Y2 Spr	Y2 Sum	Y3 Fall	Y3 Spr	Y3 Sum
<i>Develop a Request for Proposals for vendors to develop and/or procure digital materials for high quality curriculum.</i>		X								
<i>Work with vendor to prepare materials</i>		X								
<i>Recruit schools and teachers to teach courses using the digital materials</i>		X								
<i>Launch pilot courses in ACN</i>			X							

<i>Revise spring pilot content and develop fall materials</i>				X						
<i>Launch courses in ACN</i>					M	X	X	X	X	X
Contract with vendors to develop virtual supplemental, remediation, and intervention courses for specific elementary reading skills and mathematical concepts to address common learning gaps experienced by struggling students.	<i>Office of IAC</i>	Y1 Fall	Y1 Spr	Y1 Sum	Y2 Fall	Y2 Spr	Y2 Sum	Y3 Fall	Y3 Spr	Y3 Sum
<i>Create, release, and award Request for Proposal for vendors.</i>		X								
<i>Develop supplemental, remediation, and intervention courses with vendors.</i>			X	X						
<i>Pilot supplemental, remediation, and intervention courses with selected districts.</i>					X					
<i>Revise supplemental, remediation, and intervention courses based on educator, student, and parent feedback.</i>						X				
<i>Release supplemental, remediations, and intervention courses to field.</i>							M			
<i>Provide teacher training for supplemental, remediation, and intervention courses.</i>								X	X	X
Build increased capacity among existing educators to deliver HQIMs in virtual and hybrid settings	<i>Office of IAC</i>	Y1 Fall	Y1 Spr	Y1 Sum	Y2 Fall	Y2 Spr	Y2 Sum	Y3 Fall	Y3 Spr	Y3 Sum

<i>Partner with LEAs and PL providers to create specific training on evidence-based high-quality virtual and blended instruction</i>		X	X							
<i>Partner with curriculum providers to provide curriculum-aligned PD for new/procured curriculum</i>					X	X	X	X	X	X
<i>Develop training for instructional supports developed by RIDE</i>					M	M				
<i>Conduct training for instructional support with cohorts of teachers</i>							X	X	X	X
Strategy 3: Enhance counseling services and integration with the Individualized Learning Plan										
School Counselor Advisor Program	<i>Office of CCR</i>	Y1 Fall	Y1 Spr	Y1 Sum	Y2 Fall	Y2 Spr	Y2 Sum	Y3 Fall	Y3 Spr	Y3 Sum
<i>Hire School Counselor Advisors</i>		X								
<i>Training for counselors on ACN options and integration into ILP (Each semester)</i>		X	X		X	X		X	X	
<i>ACN enrollment events before May enrollment period</i>			M			M			M	
Parent and Student Ambassador Program	<i>Office of CCR</i>	Y1 Fall	Y1 Spr	Y1 Sum	Y2 Fall	Y2 Spr	Y2 Sum	Y3 Fall	Y3 Spr	Y3 Sum
<i>Hire Parent and Student Ambassadors</i>		X								
<i>Ambassadors support counselors in educating students and families on ACN options and identifying interested students (Each semester)</i>		X	X		X	X		X	X	
<i>ACN enrollment events before May enrollment period</i>			M			M			M	

Strategy 4: Increase the technology capacity to equitably serve more students										
Expand the Unified Enrollment Platform to include Dual enrollments and Adult Education	<i>Office of CCR</i>	Y1 Fall	Y1 Spr	Y1 Sum	Y2 Fall	Y2 Spr	Y2 Sum	Y3 Fall	Y3 Spr	Y3 Sum
<i>Hire Vendor to Platform Redesign</i>		X								
<i>Dual enrollment</i>			M							
<i>Adult education</i>					M					
Grant Management										
<i>Hold Project Management Team Meetings</i>		X	X	X	X	X	X	X	X	X
<i>Attend ESF-REM trainings and meetings</i>		X	X		X	X		X	X	
<i>Collect quantitative data; Conduct surveys and focus groups</i>			M	X	X	M	X	X	M	X
<i>Submit Quarterly and Annual Reports</i>		X	X	M	X	X	M	X	X	M
<i>Submit Final Report</i>										M

Appendix 8: Strategies, Objectives and Performance Measures for Expanding Rhode Island’s Advanced Course Network

Objectives	Performance Measures and Yearly Targets	Data Sources and Methodology	Completion Dates
Project Specific Student Performance Measures			
<p>Increase the rate of graduating students earning “Diploma Plus Industry Credentials” or “Diploma Plus College Credits” by 25 percentage points</p>	<p>Baseline: Will be set to 2019-20 SY data when released later this summer.</p> <p>Y1: Baseline+8% Y2: Y1+8% (16% total) Y3: Y3+9% (25% total)</p>	<p>The DiplomaPlus measure records the % of students completing a college-credit or industry recognized credential. It is measured and reported at the district and school level as part of Rhode Island’s ESEA Accountability Index as well as tracked in the ACN’s Unified Enrollment Platform.</p>	<p>Y1: August Y2: August Y3: August</p>
<p>Cut the college remediation rate in half by reducing percentage of Rhode Island high school graduates requiring remedial coursework when entering college from 46% to 23%</p>	<p>Baseline: 46% students taking remedial coursework their 1st year in college</p> <p>Y1: 38.5% Y2: 31% Y3: 23%</p>	<p>Calculated using RIDE's high school completer data along with National Student Clearinghouse's postsecondary enrollment data and state universities, RIDE determines the type of postsecondary program students have enrolled in upon graduation and whether they were</p>	<p>Y1: August Y2: August Y3: August</p>

		enrolled in a remedial course.	
Increase proficiency rates for ELA and Math in virtual-served core HQIM classes by 5%	Baseline:Varies by grade and subject Y1: Baseline +1% Y2: Y1+2% Y3: Y2+2%	Proficiency is measured through statewide exams– (RICAS, 3-8), SAT (11) –and reported at the district and school level as part of Rhode Island’s ESEA Accountability Index. The Unified Enrollment Platform will allow Rhode Island to distinguish between classrooms using virtual HQIM and others.	Y1: August Y2: August Y3: August
<p>STRATEGY 1: Increased virtual course choices resulting in college credit or industry-recognized credential</p> <p>For all courses offered on the ACN, RIDE will measure:</p> <ul style="list-style-type: none"> • Student satisfaction rates through end-of-course surveys (Y1: 85%, Y2: 90%, Y3: 95%) • Parent satisfaction rates through end-of-course surveys (Y1: 85%, Y2: 90%, Y3: 95%) • Completion rates based on the number of students completing the course versus the number enrolled • The number of college credits or industry-credentials earned by course participants with targets aligned to the Project Specific Student Performance Measure, DiplomaPlus, above • The number of students served using enrollment data from the Unified Enrollment Platform 			
Objective 1.1: Add seat capacity for existing high-demand, successful courses	Baseline: 0 new student seats, since measuring above existing capacity Y1: +1,000 over Y0 baseline Y2: +750 over Y1 (250 seats)	Measured by: Calculating the number of additional seats for oversubscribed courses over current seat capacity.	Y1: August Y2: August Y3: August

	<p>moved to sustainable funding) Y3: +250 over Y2 (750 seats moved to sustainable funding)</p>		
<p>Objective 1.2: Adapt current in-person dual enrollment and career preparation courses into virtual or hybrid offerings</p>	<p>Baseline: 24% courses online (0 seats above baseline)</p> <p>Y1: Develop online curriculum to create 1,000 additional “seats” for students online</p> <p>Y2: create an additional 500 seats online over previous year</p> <p>Y3: create an additional 250 seats online over previous year</p>	<p>Measured by: Calculating the number of additional ACN courses that are fully online or blended.</p> <p>In addition to the increase in student seats, Rhode Island will annually calculate the % of courses in the ACN that are virtual or hybrid offerings, reported in the ACN’s annual report.</p>	<p>Y1: August Y2: August Y3: August</p>
<p>Objective 1.3: Contract with providers to develop/provide new courses in line with student/parent/community requests, industry demands, and alignment with council designations and postsecondary institutions. This includes AP, CTE, and early college coursework.</p>	<p>Baseline: 0 new course seats</p> <p>Y1: 700 new seats</p> <p>Y2: 500 new seats over previous year</p> <p>Y3: 250 new seats over previous year</p>	<p>Measured by the number of new course seats offered on the ACN compared to the baseline, meaning 1,450 new course seats added each year over 3 years.</p> <p>These courses will be further reported by course type: Dual enrollment, AP, Career Preparation, Work-Based Learning.</p>	<p>Y1: August Y2: August Y3: August</p>
<p>Objective 1.4: Offer virtual Readiness courses supporting students in transition grades: middle to HS and HS to College, to ensure they are</p>	<p>Baseline: 0 student seats</p> <p>Y1: 2,000 student seats</p>	<p>Baseline will use enrollment numbers from the 2020 summer pilot</p>	<p>Y1: August Y2: August Y3: August</p>

ready for grade-level content	Y2: 1,250 student seats funded through this grant (750 seats moved to sustained funding) Y3: 750 student seats funded through this grant (1,250 moved to sustained funding)	of readiness courses (target 2,000) which are still accepting enrollment. Overall target is to continue to offer courses beyond the pilot at 2,000 students/year as measured by enrollment and completion in the Unified Enrollment Platform.	
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STRATEGY 2: Virtual access in core HQIM for Grades K-12

For all virtual core HQIM curricula offered on the ACN, RIDE will measure:

- Improvement in growth or achievement via local assessment system progress monitoring information with targets aligned to the Project Specific Student Performance Measure above
- Student satisfaction rates through pre- and post-surveys (Y1: 85%, Y2: 90%, Y3: 95%)
- Parent satisfaction rates through pre- and post-surveys (Y1: 85%, Y2: 90%, Y3: 95%)
- The number of students served using enrollment data from the Unified Enrollment Platform

Objective 2.1: Contract with vendors to procure or develop virtual versions of highly-rated core ELA and Math curriculum that are most widely-used, particularly by high-needs schools.	Baseline: 0% of districts offering state-funded virtual HQIM Y1: 10% of districts, 11,690 students Y2: 20% of districts, 23,379 students Y3: 30% of districts, 35,068	Student counts reflect the corresponding % of students in all grades. By tracking contracts and through the state’s curriculum survey, RIDE will have specific data on which districts have had state-funded virtual curriculum developed or	Y1: June Y2: June Y3: June
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	<p>students</p> <p>Y1: 85% student/parent high satisfaction</p> <p>Y2: 90% student/parent high satisfaction</p> <p>Y3: 95% student/parent high satisfaction</p>	<p>procured. This will be measured as a percent of districts statewide.</p> <p>Student and Parent satisfaction will be measured using pre- and post-surveys.</p>	
<p>Objective 2.2: Contract with vendors to purchase or develop virtual supplemental, remediation, and intervention resources for specific elementary reading skills and mathematical concepts to address common learning gaps experienced by struggling students.</p>	<p>Baseline: 0 courses/resources, 0% of districts</p> <p>Y1: 6 courses/resources, 10% of districts</p> <p>Y2: (B) +12 courses/resources, 30% of districts</p> <p>Y3: (B)+24 courses, 75% of districts</p>	<p>By tracking contracts and through the state’s curriculum survey, RIDE will have specific data on the number of virtual supplemental resources created and loaded onto the ACN.</p> <p>The Unified Enrollment Platform will measure which districts are accessing these resources. This will be measured as a percent of districts statewide.</p>	<p>Y1: June</p> <p>Y2: June</p> <p>Y3: June</p>
<p>Objective 2.3: Build increased capacity among existing educators to deliver HQIMs in virtual and hybrid settings.</p>	<p>Baseline: 0 teachers</p> <p>Y1: 10 teachers</p> <p>Y2: 50 teachers</p> <p>Y3: 100 teachers</p> <p>Y1: 85% teacher high</p>	<p>The number of teachers trained to be Teacher Fellow will be measured using teacher registration and training attendance data.</p> <p>Teacher satisfaction will be measured through pre- and post-</p>	<p>Y1: June</p> <p>Y2: June</p> <p>Y3: June</p>

	satisfaction Y2: 90% teacher high satisfaction Y3: 95% teacher high satisfaction	surveys. In addition to satisfaction, the surveys will measure skills gained for delivering virtual HQIM.	
STRATEGY 3: Enhance counseling services and integration with the Individualized Learning Plan			
In addition to the DiplomaPlus Student Performance Measure , RIDE will measure program outputs:			
<ul style="list-style-type: none"> • Parent and Student satisfaction rates with course option trainings through pre- and post-surveys (Y1: 85%, Y2: 90%, Y3: 95%) • Number of counseling events and forums focused on ACN course options • Number of school counselors trained and satisfaction rates through pre- and post-surveys (Y1: 85%, Y2: 90%, Y3: 95%) 			
Objective 3.1: Supporting increased ACN participation in high school advanced courses through the School Counselor Advisors, Student Ambassador Program and Parent Ambassador Program.	Baseline: Will be set to 2019-20 SY data when released later this summer; measure varies by school and district. Y1: Baseline+8% Y2: Y1+8% (16% total) Y3: Y3+9% (25% total)	The DiplomaPlus measure records the % of students completing a college-credit or industry recognized credential. It is measured and reported at the district and school level as part of Rhode Island’s ESEA Accountability Index as well as tracked in the ACN’s Unified Enrollment Platform. Data will be reported for the 11 high-needs schools served in this program.	Y1: August Y2: August Y3: August
STRATEGY 4: Increase the technology capacity to equitably serve more students			
Objective 4.1: Expand the Unified Enrollment	Baseline: Enrollments for	RIDE currently uses a single	Y1:May

<p>Platform (UEP) to include Dual enrollments and Adult Education.</p>	<p>ACN, Readiness courses, and Charter Schools.</p> <p>Y1: Dual Enrollment for Public Universities Added to UEP Y2: Adult Education Enrollment Added to UEP Y3: Continuation of UEP for all functions above.</p>	<p>platform, the Unified Enrollment Platform to enroll students in ACN courses, Readiness courses, and charter schools (via lottery). While the ACN offers enrollment in dual enrollment courses in private universities, it does not include dual enrollment in public universities.</p> <p>Enrolling in public university dual enrollment and adult education classes will be added to the Unified Enrollment Platform.</p>	<p>Y2: Sept Y3: Sept</p>
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BUDGET NARRATIVE

Rhode Island's Advanced Course Network was originally developed as a strategy to provide access to courses earning college-credit or industry-credentials not offered at a student's school. Students of color and students living in poverty disproportionately attend schools with limited advanced courses. Specifically, in Rhode Island's urban core, families have been historically underserved by their district offerings; this is evidenced by the historically low achievement rates and overall statewide school report card measures. The *Expansion of the Rhode Island Advanced Course Network (ACN) Project* is being implemented by Rhode Island to improve equal access to advanced coursework opportunities so that students get a head start on postsecondary success, master the skills required of a lifelong learner, and are prepared for jobs in sectors critical to Rhode Island's future prosperity. Rethink Grant funding will more specifically allow Rhode Island to promote the ACN in the urban core, add seat capacity, expand course offerings, and extend improved counseling services. Addressing these challenges will help remove the resource barriers contributing to the decline in urban core participation as well as ensure equitable access for non-public school students.

The total budget request for the *Expansion of the Rhode Island Advanced Course Network Project* over the three year grant period is [REDACTED] in support from the U.S. Education Department (ED) through the Education Stabilization Fund Rethink K12 Education Models (ESF-REM) grant. A grant from ED would provide the essential funding necessary to allow the Rhode Island Department of Education (RIDE) to meet Absolute Priority Two (2). By expanding its existing course-access program (i.e., the Advanced Course Network), RIDE can (1) serve more students; (2) add new courses based on student and parent interest; (3) align the ACN with workforce development needs; and (4) align the ACN with core requirements by further leveraging the state's work around high-quality instructional materials (HQIM). The Advanced Course Network will also serve as a platform for scaling virtual curricular offerings into elementary and middle grades; expanding the diversity of core and elective courses for secondary students;

providing transition support courses; and offering integrated support for students with disabilities and multilingual learners. The result will be a centralized hub offering a *broad range* of high-quality classes, freely available to any student in the state, which schools could utilize to offer virtual or blended instruction within their buildings and students can utilize to access courses not offered in their local school, including courses providing college-credit, industry credentials, and work experience. The expected result will be an overall increase from the existing 1600 students to an estimated 44,000 students accessing curriculum through the expanded Advanced Course Network. The narrative that follows is organized by budget category and explains the use of requested funds over the three year grant period.

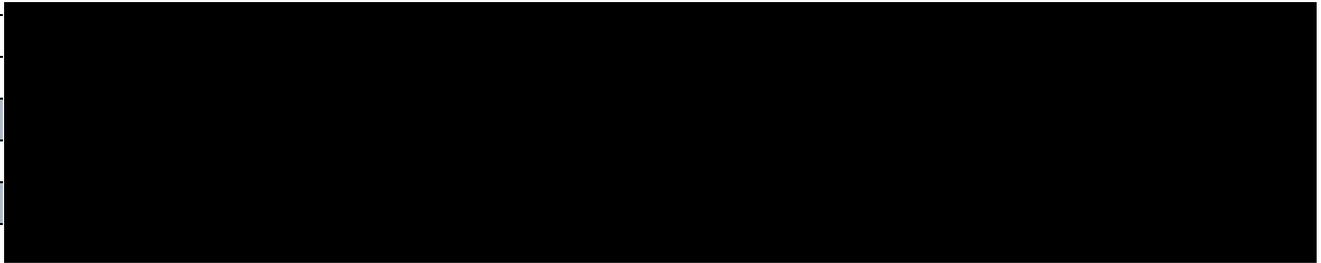
Personnel

[REDACTED]

[REDACTED] Full-time personnel costs reflect the costs of Rhode Island’s personnel focused exclusively on coordination of the Advanced Course Network expansion activities, including project management, technical assistance, and parent/community engagement all associated with ESF-REM. [REDACTED]. The specific personnel roles follow:

Description	Salary	ETF	Year 1	ETF	Year 2	ETF	Year 3	Total
Project Manager	[REDACTED]							
Counseling Coordinator	[REDACTED]							
ACN Coordinator	[REDACTED]							
School Counseling Advisor	[REDACTED]							
School Counseling Advisors @ a 25K Cost Share	[REDACTED]							
HQIM Coordinator	[REDACTED]							
Salaries	[REDACTED]							
RI Parent Ambassador	[REDACTED]							

RI Student Ambassador	
Student Stipends	
Ambassadors and Stipends	
Total Personnel	



A description of each line item appears below:

1. **Project Manager** - This role provides oversight over the entire expanded Advanced Course Network project, supporting the Project Director and coordinating between offices within RIDE.
2. **Counseling Coordinator** - This role provides increased awareness of curricular options with more aligned and intentional counseling to support student pathways. Currently, the entire Individualized Learning Plan (ILP) project is run by a counselor who is on loan to RIDE. This role manages School Counselor Advisors and the counseling work stream overall and oversees the Student Ambassador Program. This role will also be responsible for successfully implementing the project’s operational counseling strategy. Rhode Island will utilize its Individual Learning Plan (ILP) system as the primary method for *widely disseminating information on the availability of course-access programs* leading not only to increased awareness of curricular options, but also to provide more aligned and intentional counseling support for student pathways. This planning process will serve as a method for counselors to communicate options available to students in the Advanced Course Network and to guide students in strategically selecting ACN courses aligned with their individual pathways.
3. **ACN Coordinator** - This role will serve as the point person for rolling out expansion of ACN platform; review new courses; recruit new providers; and lead landscape analysis to identify student and parent demand.

4. **HQIM Coordinator** - This role is the point person responsible for rolling out high quality instructional curriculum that is part of the ACN; vendor management; teacher / trainer support and coordination; contract oversight and other duties as required to implement curriculum purchasing and professional learning.

5. **School Counseling Advisor** - School Counselor Advisors will be placed in high-need schools / districts, and will provide / support statewide annual training to school counselors utilizing the ACN and using the ILP. The ILP is a process where students and their counselor map out the student’s high school pathway based on his/her post-graduation plans. School Counseling Advisors also provide targeted support to counselors in High Schools (or districts) that have been identified as low-performing on Diploma Plus, HS Proficiency (Commissioner’s Seal), and HS Graduation measures. RIDE will support a total of 11 Advisors. [REDACTED]

6. **Rhode Island Parent Ambassador** - This role is responsible for increasing family engagement in schools across the state by providing families with the opportunity to have their voices and concerns heard and reflected in school policy related decisions. Parent Ambassadors will receive training and participate in workshops to ensure they have up-to-date information and resources to support parents in their school communities. Parent Ambassadors will commit to spending a year in their positions and will serve as a liaison between RIDE, schools, and the families within their districts. Ambassadors will also serve as leaders in their community. They will mobilize other family members to become engaged in schools by sharing relevant school information and providing training to families. When selecting family ambassadors, RIDE seeks candidates who demonstrate an interest in improving student academic outcomes, have strong ties to their community and schools, and demonstrate strong leadership skills. [REDACTED]

7. **Rhode Island Student Ambassador** - This role will work as a peer school counselor to help younger students make informed decisions about the best course(s) to take on the ACN platform; offer advice; provide encouragement; and serve as a mentor (e.g., seniors supporting freshman). Student Ambassadors will commit to spending a year in their positions. [REDACTED]

8. **Student Stipend** - Building on RI's successful Rhode 2 College initiative: <http://rhode2college.org/> (i.e., Student Ambassador Program), RIDE will offer small stipends as an incentive to students who take necessary coursework to ensure college / career readiness. Rethink Grant funding will allow RIDE to offer \$250 stipends to 500 students.

Travel

Rhode Island's total request to ED for travel amounts to \$15 K. The requested funds cover mileage for grant staff to attend meetings in other states around best practices. Mileage is calculated at \$.58/mile in year 1. Mileage rates are adjusted annually.

Description			Year 1		Year 2		Year 3		Total
Conferences / External State Visits to Discuss Best Practices			4,000		4,000		4,000		12,000
Mileage			1,000		1,000		1,000		3,000
Total Travel			5,000		5,000		5,000		15,000

Equipment

Rhode Island is not requesting equipment funds.

Supplies

Rhode Island is not requesting supply funds.

Contractual

Rhode Island's requests a total of \$3.8M for contractual expenses during the grant period. LEAs have expressed desire for virtual materials that would allow them to blend instruction as well as position them to toggle between in-person and virtual instruction in response to in-school disruptions. To meet this need, RIDE will (1) contract with vendors to procure or develop virtual versions of highly-rated core ELA and Math curriculum that are most widely-used, particularly by high-need schools; and (2) contract with vendors to develop virtual supplemental, remediation, and intervention resources for specific elementary reading skills and mathematical concepts to address common learning gaps experienced by struggling students. Contracts would require vendors to

embed Tier 1 supports and accessibility features for students with disabilities and multilingual learners into virtual instructional materials. These virtual resources will be made available through the same platform that hosts the Advanced Course Network. All employees, officers and agents participating in the selection, award, or administration of a contract related to ESF-REM are free of real or apparent conflicts of interest, and Rhode Island has taken steps to avoid organizational and other conflicts of interest.

Description			Year 1		Year 2		Year 3		Total
Unified Enrollment Platform Technology			400,000		50,000		50,000		500,000
Advanced Course Network Expansion			1,750,000		1,000,000		500,000		3,250,000
Total Contractual			2,150,000		1,050,000		550,000		3,750,000

A description of each line item appears below:

- Unified Enrollment Platform (UEP) Technology** - RIDE will utilize these funds to ensure that the counseling system becomes more connected and coherent with other data platforms. Grant funding will reduce the barrier to effective implementation of the ILP caused by high student-to-counselor ratios and data management barriers resulting from the inability of the ILP roadmap to connect with other data systems. The Unified Enrollment Platform that will serve as a single point of access for information and enrollment for communities and families on school options. Through the centralized platform students will be able to enroll in any Career and Technical Education Program, enter the lotteries for any charter school in the state, and enroll in Advanced Course Network programs. With Rethink Education Grant support, RIDE would expand the educational opportunities accessed through the Unified Enrollment Platform to include dual credit enrollment options provided outside the Advanced Course Network, and adult education programs. The result would be a centralized

statewide support system for dramatically increasing family awareness of, and access to, many of the state's K-16 high quality educational opportunities at the school, program, and course level.

- Advanced Course Network Expansion:** The Advanced Course Network was developed as a strategy to provide access to courses earning college-credit or industry-credentials not offered at a student’s school. Due to limited funding, courses are available on a first come, first served basis—and suburban districts have additional capacity and resources to actively promote and approve enrollments in the ACN earlier and faster than under-resourced schools. As discussed above, RIDE has already created the Unified Enrollment Platform to create an easier to use technical platform. Rethink Grant funding will allow Rhode Island to promote the ACN in the urban core, add seat capacity, expand course offerings, and extend improved counseling services—all of which will help remove the resource barriers contributing to the decline in urban core participation.

Construction

Rhode Island is not requesting construction funds.

Other

Rhode Island’s overall request in the Other category over the grant period is \$2.1 Million

Description	Cost Per	#	Year 1	#	Year 2	#	Year 3	Total
High Quality Instructional Material (HQIM)			1,500,000		300,000		300,000	2,100,000
Audit Fees			2,686		1,557		1,220	5,463
Total Other			1,502,686		301,557		301,220	2,105,463

A description of each line item appears below:

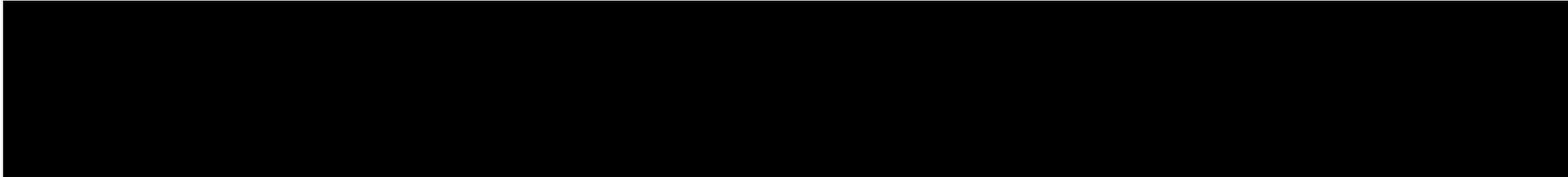
High Quality Instructional Materials (HQIM): Adding access to High-Quality Instructional Materials for core ELA and Math content will also ensure more equitable access to rigorous, meaningful, coherent grade-level content. A review by RIDE found that

districts serving students living in poverty were less likely to be using high-quality curriculum. Rethink Grant funding will allow Rhode Island to add high-quality curricula to the Advanced Course Network in ELA and Math for grades K-12 and core content courses in high school, such as AP English and Math courses, Rhode Island can ensure all districts and schools have access to high-quality curriculum. In procuring vendors, Rhode Island will require embedded supports for students with disabilities and English Language Learners. Rethink Grant funding will allow RIDE to purchase licences needed to offer statewide ACN courses from a digital platform; and offer professional development to a core group of teachers who will in turn serve as trainers who can train other teachers (i.e., Train the Trainer model). Procurement will include the purchasing of curriculum and a vendor training model.

Audit Fees: The grant will undergo annual state audits to ensure compliance with grant related expenditure protocols. Audit Fees are charged at .05% of total award.

Indirect Costs

Indirect costs are calculated at a federally approved restricted rate of [REDACTED] Indirect base calculation is capped at \$25,000 on contracts including High Quality Instructional Materials. See Appendix 3 for Rhode Island's Indirect Cost Rate Agreement.



Training Stipends

Rhode Island is not requesting Training Stipend funds.

Total Budget

